

Academic Program Assessment Report

COLLEGE: Humanities and Social Sciences

General Education

ACADEMIC YEAR: 2015-2016

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PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Objective	Introductory		Intermediate		Advanced	
	FA15	SP16	FA15	SP16	FA15	SP16
1. Transdisciplinarity	x	x	x	x	x	x
2. Critical Thinking		x	x	x	x	x
3. Quantitative Literacy	x	x	x	x	x	x
4. Communication Literacies: Speech	x	x	x	x	x	x
4. Communication Literacies: Writing		x	x	x	x	x
5. Information and Technology Literacy		x		x		
6. Active Citizenship	x	x			x	
7. Ethical Judgment and Integrity		x		x		
8. Diversity	x	x			x	x

DIRECT MEASURE:

All Student Learning Objectives were assessed using student work samples, including presentations, writing and projects using standard General Education rubrics (2015-16). More information on each is available in the detailed reports.

TARGET:

Information on target expectations is available in the detailed reports.

Summary:

The report shows that the GE program has reached its basic goals in all 8 SLOs in the academic year 2015/2016. In some areas, however, we still see a lot of room for improvement. In general, we see that our students do well in the “Habits of Mind” outcome categories. In communication literacies, they have, on average, reached the goal for capstone classes. Critical Thinking is a bit weaker but still in the normal realm. This year, Quantitative Reasoning showed weak results on the capstone level. This requires further investigation and more conversation and cooperation between General Education and the disciplines. The Capstone results show to large extent, how skills that are acquired in General Education are applied in the disciplines and better cooperation between the disciplines and GE can facilitate this application.

In almost all SLOs, students show better results in the categories that are more complex and would be considered as the result of the work process. They are better at drawing conclusions than at finding material or using evidence. This indicates that it is necessary to support students in focusing on the first steps of the research and analysis process. In other words, we need to help them to take the time to look and read carefully before they draw conclusions or act. In a very first step, this will be addressed in a new course “Critical Reading and Community.”

Overall, we see weaker results in the Value SLOs. This is not surprising, as some of them are new. It indicates, however, that the program has to adjust to the new SLOs. We need a program structure that supports the combination of Habits of Mind and Values in student learning. The new plans for a GE program, which are based on the “Understand, Study, Act” concept, approaches both the weaknesses mentioned above: The basic block “Understand” emphasizes the importance of diligent research and analysis as the basis of conclusion, “Study” goes deeper based on conclusions and builds habits and “Act” finally focuses on the application of knowledge and skills in different settings.

Student Learning Objective 1: Transdisciplinarity

Transdisciplinarity, the ability to integrate knowledge and methods from different fields to address historical or contemporary questions, is assessed at three levels in General Education courses using the transdisciplinarity rubric.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Interm	Advd
Number of students:	423	162	63-115
Number of sections:	19	8	na
Courses assessed	BIO1000	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	-	2.65	3.43
Integration of Prior Learning	3.33	2.50	3
Connections to discipline	7.19	2.49	4
Applying Methods and Knowledge	2.19	2.2	4
Embracing Contradictions	-	2.31	2
Taking Risks	7.21	2.31	-

*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year

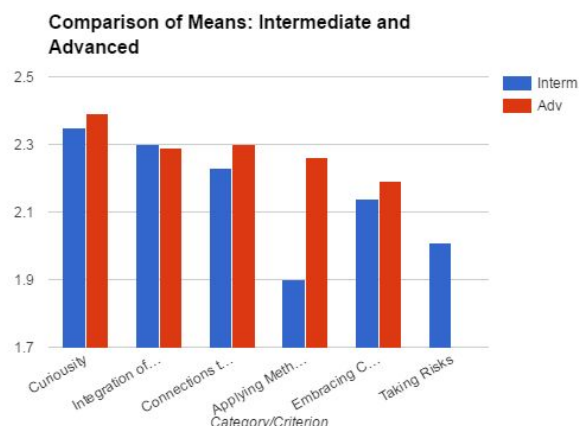
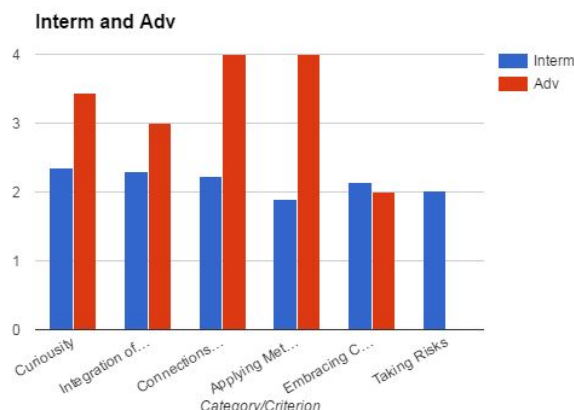
Semester(s): Spring 2016

	Intro	Interm	Advd
Number of students	434	130	618- 632
Number of sections	21	7	na
Courses assessed	Bio1000	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	na	2.35	2.39
Integration of Prior Learning	3.40	2.30	2.29
Connections to discipline	7.34	2.23	2.30
Applying Methods and Knowledge	2.10	1.90	2.26
Embracing Contradictions	-	2.14	2.19
Taking Risks	7.14	2.01	-

*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year



Discussion of Findings:

The data is based on work-samples from BIO 1000 (final exam), GE 202x (final paper) and a variety of work samples in the capstone courses 4817, 4970, COMM 4962 and 4990 which may include papers, projects and presentations.

Expectations are that more the mean of students results reaches 1 or 2 on the introductory level, 2 or 3 on the intermediate level and 3 or 4 on the capstone level.

The results show that students meet the benchmark on the introductory level, with the lowest result in the area “Applying Methods” and the strongest in “Integration of Prior Learning” in both the Fall and the Spring. In all categories, the scores go down from the Introductory to the Capstone level. This result is not surprising, as this is a new SLO for the General Education Program which has previously not been in the focus. Students on the Capstone level in the academic year 2015/2016 did not go through a program that taught Transdisciplinarity. The low score on this SLO thus show that a further development of the General Education Program with a focus on Transdisciplinarity as the major SLO is necessary.

Curricular Actions/Closing the Loop:

For Biology 1000, instructors will be further train in using tools that facilitate understanding of real-world applications of biology, including a new laboratory manual. In particular, during the Summer of 2016, an adjunct workshop will be held to ensure new Biology 1000 instructors are aware of these expectations and to help them successfully incorporate these strategies into their classes.

On the Intermediate level, students have particular problems with “Applying Methods”. Here the faculty will discuss different teaching methods to encourage students to try out more than one method in their research. Group projects, where different students approach the same problem with different methods can be a good way to achieve more openness in this area.

The results on the capstone level are even weaker than on the intermediate level. It is expected that this changes with the focus on the program. At this point, the focus of the changes will be on the intermediate level. On the capstone level, instructors are encouraged to address the question of Transdisciplinarity more explicitly in their courses.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 2: Critical Thinking

Critical thinking, the ability to utilize reflective analysis to draw informed conclusions, was assessed at 2 levels in Fall 2015 and at 3 levels in Spring 2016 in General Education courses using the critical thinking rubric.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Interm	Advd
Number of students:	-	168	169
Number of sections:	-	10	-
Courses assessed	-	GE202x	capstone

Mean Scores overall:

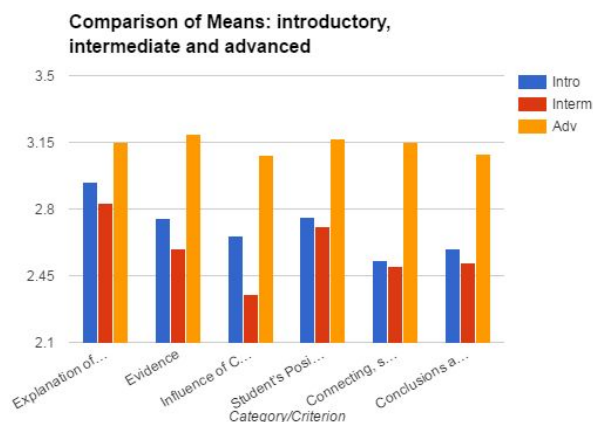
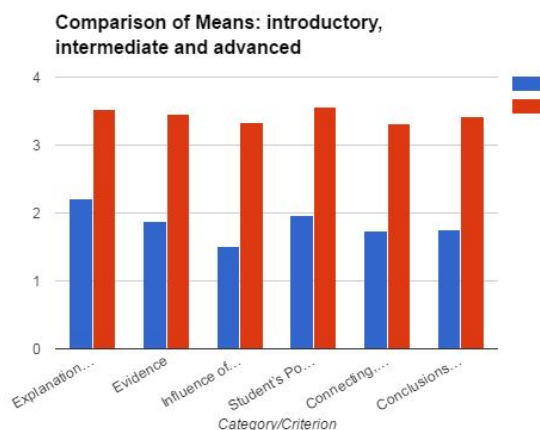
Category/Criterion	Intro	Interm	Adv
Explanation of issues	-	2.21	3.52
Evidence	-	1.88	3.46
Influence of Context and Assumptions	-	1.51	3.33
Student's Position	-	1.96	3.57
Connecting, synthesizing and transforming	-	1.74	3.32
Conclusions and related outcomes	-	1.76	3.42

Semester(s): Spring 2016

	Intro	Interm	Advd
Number of students	271	163	322
Number of sections	8	7	17
Courses assessed	SOC1000	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Explanation of issues	2.94	2.83	3.15
Evidence	2.75	2.59	3.19
Influence of Context and Assumptions	2.66	2.35	3.08
Student's Position	2.76	2.71	3.17
Connecting, synthesizing and transforming	2.53	2.50	3.15
Conclusions and related outcomes	2.59	2.52	3.09



Discussion of Findings:

The results show an increase in students critical thinking skills from beginning through intermediate to advanced. The step from intermediate to advanced is particularly significant. This can indicate that at this level the influence of the discipline in connection with general education is very productive for critical thinking. Students achieve the highest scores in explanation of issues, evidence and student's position on the beginning and intermediate level. On the capstone level, connecting, synthesizing and transforming are strong as well. On all levels, influence of context and assumptions is the weakest aspect.

Curricular Actions/Closing the Loop:

Students seem to have learned very well to focus on their arguments and on the evidence but tend to leave the context out of consideration. On the intermediate level, instructors will discuss more articles with students with an emphasis on context and assumptions in the discussion.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(Includes data from WKU)

Student Learning Objective 3: Quantitative Literacy

Quantitative literacy, defined as the ability to utilize numerical data accurately and effectively to address real world problems, is assessed at 3 levels in the General Education program using the Quantitative Literacy rubric.

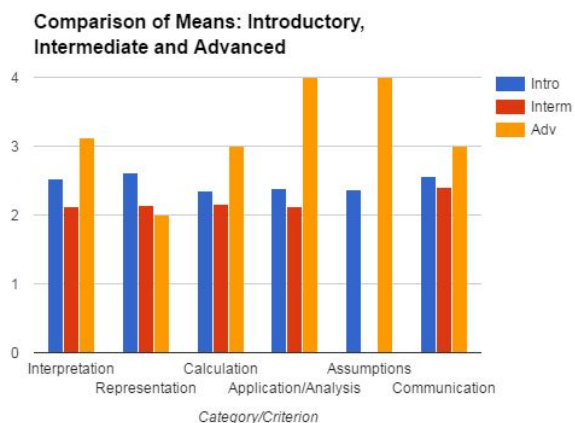
DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Interm	Advd
Number of students:	356	85	69
Number of sections:	14	5	-
Courses assessed	1st year math	GE 202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.53	2.13	3.13
Representation	2.61	2.14	2.00
Calculation	2.35	2.16	3.00
Application/Analysis	2.38	2.12	4.00
Assumptions	2.36	-	4.00
Communication	2.57	2.41	3.00

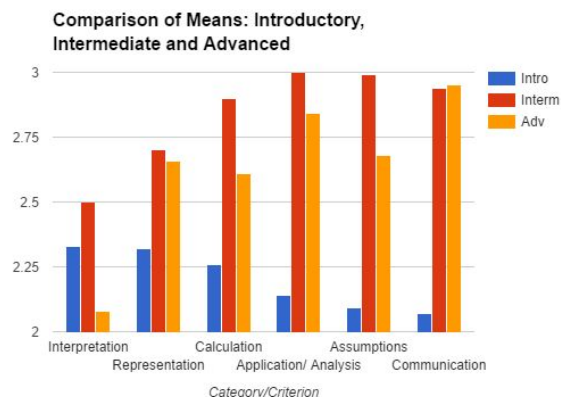


Semester(s): Spring 2016

	Intro	Interm	Advd
Number of students:	474	151	238
Number of sections:	15	8	10
Courses assessed	1st year math	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.33	2.50	2.08
Representation	2.32	2.70	2.66
Calculation	2.26	2.90	2.61
Application/ Analysis	2.14	3.00	2.84
Assumptions	2.09	2.99	2.68
Communication	2.07	2.94	2.95



Discussion of Findings:

On the introductory level, students did much better in the Fall than in the Spring. This is to be expected, as a large percentage of students in the spring are either repeaters or students who have avoided math classes earlier. From the Fall to the Spring, scores on the intermediate level have improved drastically. The course had implemented a stronger emphasis on quantitative reasoning in the final paper guidelines and piloted a special session on the use of EXCEL. This seems to be successful and should be continued.

The scores on the advanced level do not fulfill the expectations (only in the Fall, when we see much better scores). It seems that in “content courses”, where the emphasis is not on the quantitative reasoning skill, the original skills that have been acquired in the courses that specialize stronger on math and reasoning have gotten lost in application.

Curricular Actions/Closing the Loop:

A stronger communication between the faculty of the different levels is necessary in order to develop more lasting teaching strategies.

A further development of General Education with a stronger emphasis on a combination of skills and their applications from early on can also be helpful in generating more lasting skills in this area.

Supporting Evidence (data):

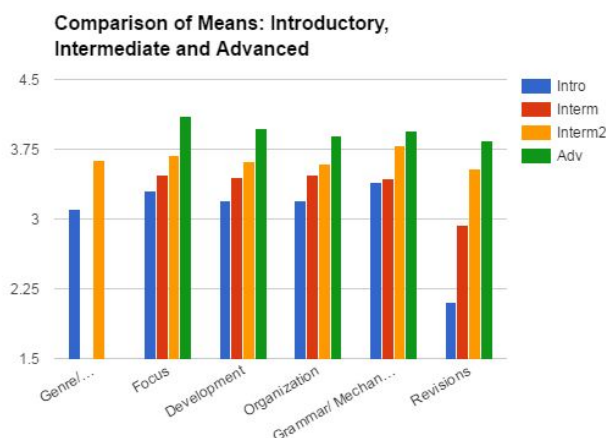
X Detailed reports are on file in General Education

Student Learning Objective 4: Communication Literacies- Writing

Writing, as a communication literacy, is defined as the ability to write effectively to convey and make an evidence-based argument, is assessed at 3 levels in the General Education program using the Kean University writing rubric.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>					Semester(s): <u>Spring 2016</u>				
	Intro	Interm	Interm2	Advd		Intro	Interm	Interm2	Adv
Number of students:	-	*	11	246	Number of students:	156	255	167	385+
Number of sections:	-	*	1	-	Number of sections:	na	11	9	31
Courses assessed	1st year writing	eng2403	ge3000	capstone	Courses assessed	1st year writing	eng2403	ge3000	capstone
Mean Scores overall:					Mean Scores overall:				
Category/ Criterion	Intro	Interm	Interm 2	Adv	Category/ Criterion	Intro	Interm	Interm 2	Adv
Genre/ Audience			1.3	-	Genre/ Audience	3.1	-	3.63	-
Focus			1.3	3.83	Focus	3.3	3.47	3.68	4.11
Development			1.3	3.71	Development	3.2	3.45	3.62	3.97
Organization			1.3	3.66	Organization	3.2	3.48	3.59	3.90
Grammar/ Mechanics			1.3	3.69	Grammar/ Mechanics	3.4	3.44	3.79	3.95
Revisions			1.3	3.71	Revisions	2.1	2.93	3.54	3.84
*First Year Writing is assessed at one time per year, after the spring semester has ended *For Fall 2015, Eng2403 used an alternate reporting method for assessment which is on file in GE					*First Year Writing covers multiple courses, including Eng1030,1031/32, Eng1430				



Discussion of Findings:

Writing, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are first year writing courses, using a representative sample from Kean-Union, Kean-Union ESL program and Kean-Wenzhou. First year writing is assessed at a portfolio reading where a group of faculty who teach the course discuss and score the sample of portfolios. Intermediate level writing is assessed in World Literature, ENG2403, which is a required course using student papers assessed by their faculty. Students are also assessed by their faculty in their capstone course using a variety of writings. As a result of prior assessment and discussion with faculty, GE3000, which is a new required course for transfer students who are entering the university with their General Education courses completed, was added this academic year and is also considered an intermediate level course for assessment.

Comparing the means shows that our native general education courses show a slow steady increase in rubric scores. While the capstone courses show some weakness in the Fall, they show very good results in the Spring.

Curricular Actions/Closing the Loop:

While students show an increase in scores over the three levels, “revisions” remains the weakest aspect. On the beginning level, this has been addressed through a handbook for instructors and instructor training that emphasizes different ways of teaching revisions. The results in “Intermediate 2”, GE 3000 are very encouraging. While the mean looks very good here, the disparities between well performing and lower performing students are significant. Going forward, a diagnostic essay should be instituted so students get can individualized support early on in the semester. This will be piloted in Fall 16. The connection between the course and the Writing Center will be intensified.

Supporting Evidence (data):

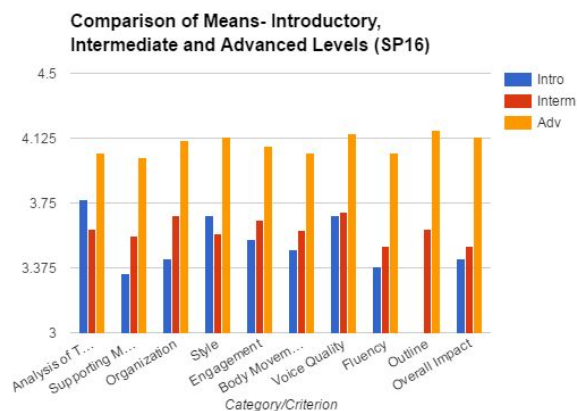
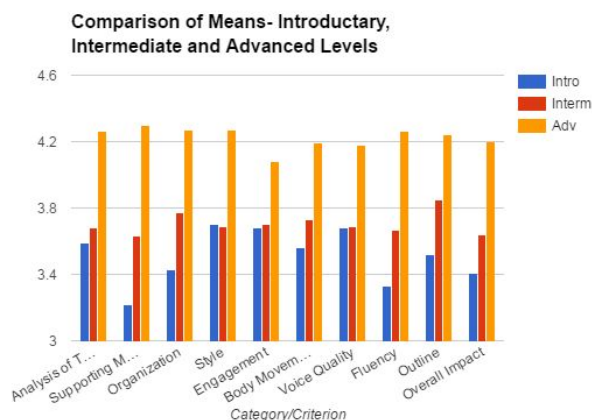
X Detailed reports are on file in General Education
(includes Data from WKU)

Student Learning Objective 4: Communication Literacies- Speech

Communication Literacies- Speech- is assessed at 3 levels in the General Education program. Speech is assessed using the Kean University Speaker Evaluation rubric in Comm1402, a required General Education foundation course, in GE202x and at the capstone level.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students	398	484	119	Number of students	515	583	391-402
Number of sections	-	24	-	Number of sections	-	27	-
Courses assessed	Comm 1402	GE202x	capstone	Courses assessed	Comm 1402	GE202x	capstone
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Analysis of Topic	3.59	3.68	4.26	Analysis of Topic	3.77	3.60	4.04
Supporting Material	3.22	3.63	4.30	Supporting Material	3.34	3.56	4.01
Organization	3.43	3.77	4.27	Organization	3.43	3.68	4.11
Style	3.70	3.69	4.27	Style	3.68	3.57	4.13
Engagement	3.68	3.70	4.08	Engagement	3.54	3.65	4.08
Body Movement	3.56	3.73	4.19	Body Movement	3.48	3.59	4.04
Voice Quality	3.68	3.69	4.18	Voice Quality	3.68	3.70	4.15
Fluency	3.33	3.67	4.26	Fluency	3.38	3.50	4.04
Outline	3.52	3.85	4.24	Outline	-	3.60	4.17
Overall Impact	3.41	3.64	4.20	Overall Impact	3.43	3.50	4.13



Discussion of Findings:

Speech, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are Comm1402, a first year communications course which includes public speaking, GE202x a second year research course which has a strong communications focus- both writing and speech component- and capstone courses. All courses use the KU speaker evaluation form and assessment data is provided from the last major presentation given in the course.

A steady increase is clear in the assessment data, with gains in most dimensions between Comm1402, GE202x and the capstone level.

Curricular Actions/Closing the Loop:

On the introductory level, instructors are encouraged to use new technology and classroom activities to strengthen the use of peer feedback in order to support all students, both the speakers and the listeners, in the development of their oral communication skills.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

Student Learning Objective 5: Information and Technology Literacy

Information and Technology literacy- is assessed at 2 levels in the General Education program using a Kean University test. The test is administered to students in various 1000 level courses as well as in GE202x and GE3000.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>	
Number of students: 96 students ENG 103x: 62 students GE 202x: 34 students	
Number of sections: 9 sections ENG 103x: 6 sections GE 202x: 3 sections	
Identifies Needed Information (Dimension 1A)	ENG 103x: 51.5% GE 202x: 54%
Accesses Needed Information (Dimension 1B)	ENG 103x: 40.5% GE 202x: 43%
Critically Evaluates Information (Dimension 2)	ENG 103x: 47.2% GE 202x: 52.3%
Uses information in a responsible, ethical and legal manner (Dimension 4)	ENG 103x: 69.4% GE 202x: 77.3%

Semester(s): <u>Spring 2016</u>	
Number of students: 232 students ENG 103x/1430: 52 students GE 202x: 147 students GE 3000: 33 students	
Number of sections: 14 sections ENG 103x/1430: 4 sections GE 202x: 8 sections GE 3000: 2 sections	
Mean scores overall:	
GE 10xx*	46.7
GE 202x	61.0
GE 3000	60.9

Discussion of Findings:

The expectation is for students on the introductory level to reach 50% correct answers and for students on the intermediate level to reach 60-75%.

The most interesting finding is the similarity in average scores recorded by GE 202x and GE 3000 students, it indicates that transfer students do not lack skills compared to our own students.

Students had the lowest percentage of correct answers in the category "Accesses Needed Information;" while all students in this sample had the highest percentage of correct answers in the category "Uses information in a responsible, ethical and legal manner." This indicates that the ethical training in GE works in the application and that the NIH certificate prepares students well for the ethical questions of their research.

Curricular Actions/Closing the Loop:

It is important to continue the close cooperation between the library and GE courses in terms of Information Literacy. Students are doing well in most areas. As students need to develop more specific skills in "Accessing Information," the more specific instruction in GE 202x has to be intensified.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

Student Learning Objective 6: Active Citizenship

DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Interm	Advd
Number of students:	1127	-	8
Number of sections:	61	-	1
Courses assessed	GE1000	-	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Diversity of Communities	1.79	-	3.75
Civic Identity	1.88	-	3.00
Civic Action	1.82	-	2.75
Civic Context/Structures	1.74	-	2.63

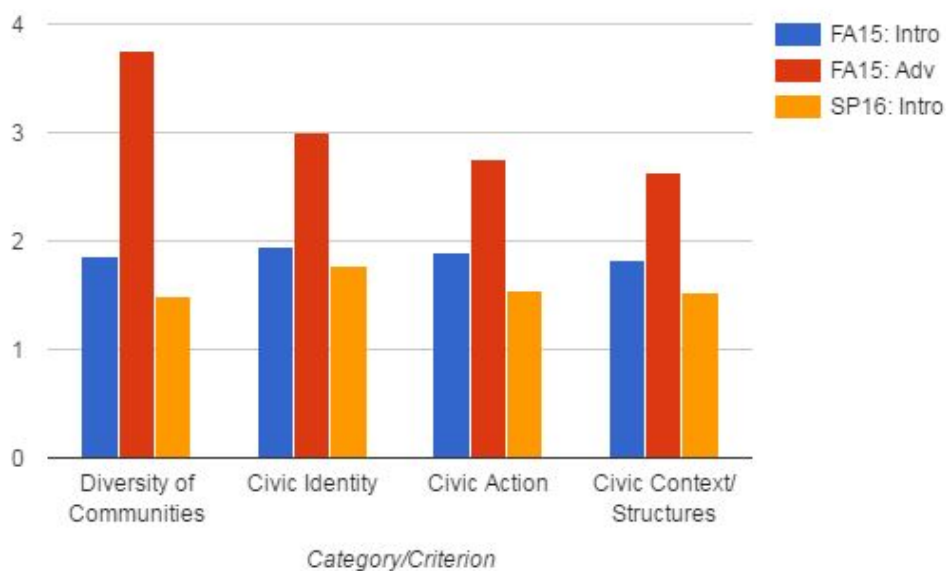
Semester(s): Spring 2016

	Intro	Interm	Advd
Number of students:	103	-	-
Number of sections:	8	-	-
Courses assessed	GE1000	-	-

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Diversity of Communities	1.50	-	-
Civic Identity	1.78	-	-
Civic Action	1.54	-	-
Civic Context/Structures	1.52	-	-

FA15: Intro, FA15: Adv and SP16: Intro



Discussion of Findings:

Active Citizenship is a new SLO in the General Education Program. It is a crucial outcome for Kean University, as Civic Engagement and Active Citizenship are core values for the institution.

The introductory assessment was done in Transition to Kean, GE 1000.

On average students scored the highest in the Civic Identity category (1.95). Students scored the lowest in the Civic context/Structures category (1.83), although these differences are small. Students are expected to score a 1 or 2 on the rubric at this level. It is encouraging that the mean is close to 2 in almost all categories. The results in the Spring are slightly lower. This can be explained with the much smaller number of students in the Spring, most of them repeaters.

The capstone assessment was piloted in one section of Sociology 4600, the sample is very small, thus the data is not reliable. However, it shows an increase in scores compared to the Introductory level.

The increase is encouraging in the category "Diversity of Communities". Especially the category "Civic Context/Structures" is still a weakness on all levels

Curricular Actions/Closing the Loop:

As it takes time to become part of the structure of active citizenship and to work within the context, the process will be emphasized in T2K.

Supporting Evidence (data):

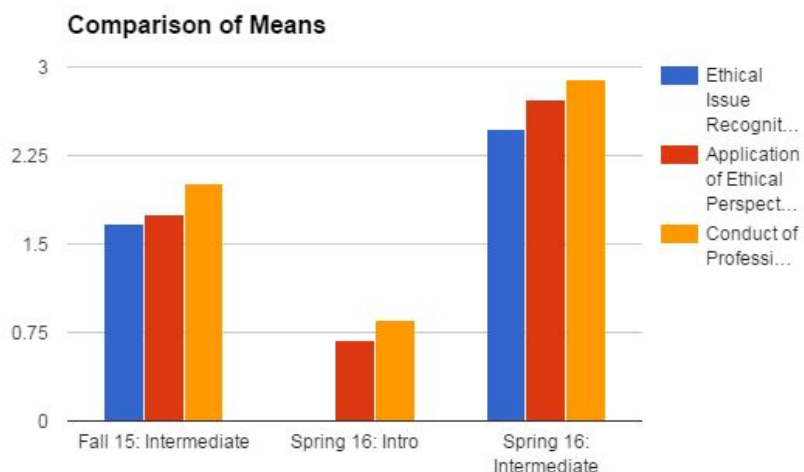
X Detailed reports are on file in General Education
(Includes data from WKU)

Student Learning Objective 7: Ethical Judgement and Integrity

Ethical judgement and integrity was assessed at the intermediate level in the fall of 2015 and at the introductory and advanced levels in spring 2016 using the ethical judgement and integrity rubric.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students:	-	67	-	Number of students:	100	53	-
Number of sections:	-	-	-	Number of sections:	-	4	-
Courses assessed	-	ge202x	-	Courses assessed	psy1000	GE202x	-
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Ethical Issue Recognition	-	1.67	-	Ethical Issue Recognition	-	2.47	-
Ethical Self-Awareness	-	-	-	Ethical Self-Awareness	-	2.23	-
Application of Ethical Perspectives/ Academic Integrity	-	1.75	-	Application of Ethical Perspectives/ Academic Integrity	.68	2.72	-
Conduct of Professional and Academic Integrity	-	2.01	-	Conduct of Professional and Academic Integrity	.85	2.89	-



Discussion of Findings:

Ethical Judgement and Integrity is assessed at the introductory and intermediate levels in 2 general education course, psy100 and ge202x.

General Psychology, psy1000, is a general education distribution course chosen based on the content of the course as well as the number of students it serves. In psy1000, students are given the POM (psychology outcome measure) at the start of the semester prior to any coursework. The POM is formatted as a test and covers basic psychology information, including ethical issues and knowledge. For students entering Kean from high school, this course is often the first time students are exposed to ethics in a meaningful way and as such are not expected to have prior knowledge. Many students did not meet the rubric level 1 upon entry to the course, which is expected. The results of the test give us a very good baseline to measure student progress over the course of the program.

At the end of the course, it is expected that students will perform at a level 1 or 2 on the rubric. Students performed better on the area of conduct which may be due to the life experience and media exposure which tends to center around the rules. Students performed lower in the area of application, which asks the students to make decisions and apply the concepts of ethics to scenarios presented.

As an introduction to research methods and writing course, Research and Technology, GE202x, includes ethics as a part of the course content. Students are expected to complete an online National Institute of Health module which covers the ethics in terms of the protection of human subjects. Students are also required to ensure that their research projects have appropriate research measures, disclosures and protections. Assessment of ethics for GE202x includes an online questionnaire which poses scenarios and asks for student responses. As an intermediate level course, students are expected to score in the 2 to 3 level on the rubric. The majority of students in GE202x are scoring in this range, especially in the areas of application and conduct, which is a part of course conduct. Students scored slightly lower in the areas of issue recognition and self-awareness.

Curricular Actions/Closing the Loop:

Going forward, SLO 7 will also be assessed and discussed in GE 3000. The relatively strong results in the categories “Ethical perspectives” and “Professional Conduct” indicate an impact of the NIH training. In order to further develop a more rounded ethical understanding, the curriculum in Ge 202x needs to incorporate more discussions of these issues beyond the certificate.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 8: Diversity

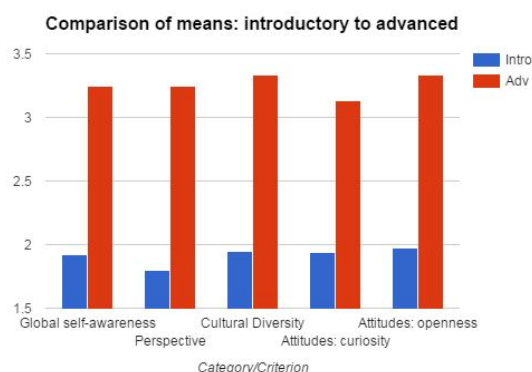
DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Inter m	Advd
Number of students	1149	-	24
Number of sections	61	-	-
Courses assessed	GE1000	-	capstone

Mean Scores overall:

Category/Criterion	Intro	Inter m	Adv
Global self-awareness	1.85	-	3.25
Perspective	1.73	-	3.25
Cultural Diversity	1.89	-	3.33
Attitudes: curiosity	1.88	-	3.13
Attitudes: openness	1.91	-	3.33

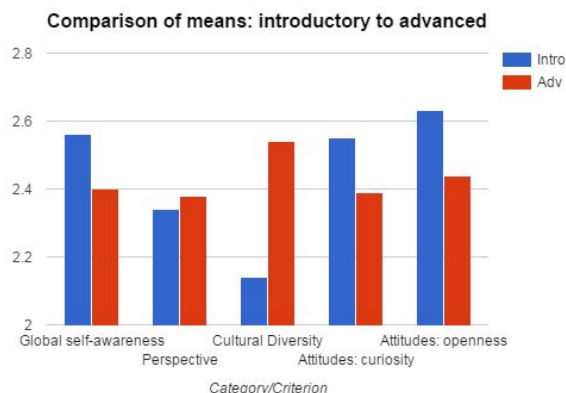


Semester(s): Spring 2016

	Intro	Inter m	Advd
Number of students	271	-	365+
Number of sections	8	-	-
Courses assessed	SOC1000	-	capstone

Mean Scores overall:

Category/Criterion	Intro	Inter m	Adv
Global self-awareness	2.56	-	2.40
Perspective	2.34	-	2.38
Cultural Diversity	2.14	-	2.54
Attitudes: curiosity	2.55	-	2.39
Attitudes: openness	2.63	-	2.44



Discussion of Findings:

On the introductory level, scores in the Fall were consistently close to the expected level 2 in GE 1000. Interestingly, scores in the Spring were consistently higher in Sociology 1000. While the sample here is too small for conclusions, this can indicate that students are more focused

on questions of diversity in a class that has a stronger focus on it and is disciplinarily closer. This has to be verified through a larger sample.

On the capstone level, scores were significantly higher in the Fall than in the Spring. However, this might be explained by the much smaller sample number in the Fall, when all students were from Design. In the Spring, the assessment was based on students from several different disciplines and the results are more reliable. They indicate that we still need to do a lot of work to develop the outcomes we want to achieve in Diversity.

Curricular Actions/Closing the Loop:

The weak outcomes in this SLO show the urgency for change in the GE curriculum toward a stronger emphasis on the value outcomes.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

Academic Program Assessment Report

COLLEGE: College of Liberal Arts

PROGRAM NAME: General Education

ACADEMIC YEAR: 2017-2018

REPORT AUTHOR: Karin Beck, Bridget Lepore

PROGRAM STUDENT LEARNING OUTCOMES

SLO4: Communication Literacies (speech and writing)

SLO5: Information and Technology literacies

DIRECT MEASURE: COMMUNICATION LITERACIES

Communication literacy, for Kean University, is defined as “the ability to speak and write effectively to convey and make an evidence-based argument”. As a result, this SLO is divided into two separate measures, speech and writing, which have specific rubrics. Student work is assessed for each student learning outcome at multiple levels.

SPEECH

Student learning was assessed in 3 levels fall 2017 (introductory using COMM1402, intermediate using GE202x, and graduating using capstone courses) and 2 levels spring 2018 (introductory using COMM1402 and graduating, using capstone courses). All levels use the Speaker Evaluation Form, a Kean-designed instrument, designed by the Communications faculty.

- COMM1402: Each semester, faculty teaching COMM1402 evaluate and score students on 2 speeches. Assessment looks at the second speech that is presented towards the end of the semester. Students were expected to score a 2 or 3 in all sections of the rubric.
- GE202x: Each semester, faculty teaching the GE202x Research and Technology course, evaluate and score students on their oral presentation of their research. Students were expected to score a 3 in all sections of the rubric.
- Capstone: Each semester, faculty teaching capstones evaluate and score students in their own sections based on their final projects which vary in format. Students were expected to score a 4 or 5 in all areas of the rubric.

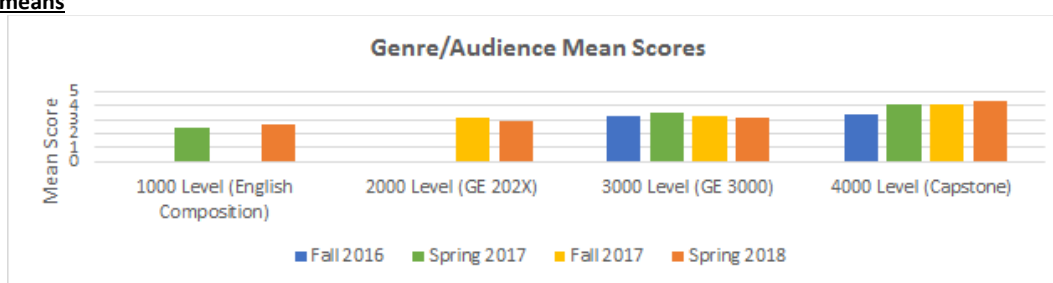
Discussion of findings

Overall, students are meeting or exceeding the expectations for public speaking. Scores tend to be consistent over the categories with no one area clearly in need. That said, students do tend to score slightly lower in the “performance” aspects of public speaking such as fluency, voice quality, and body movement. We recommend that the university provide support to faculty in modeling and encouragement of these skills to their students, as they make the move from general education courses to major courses.

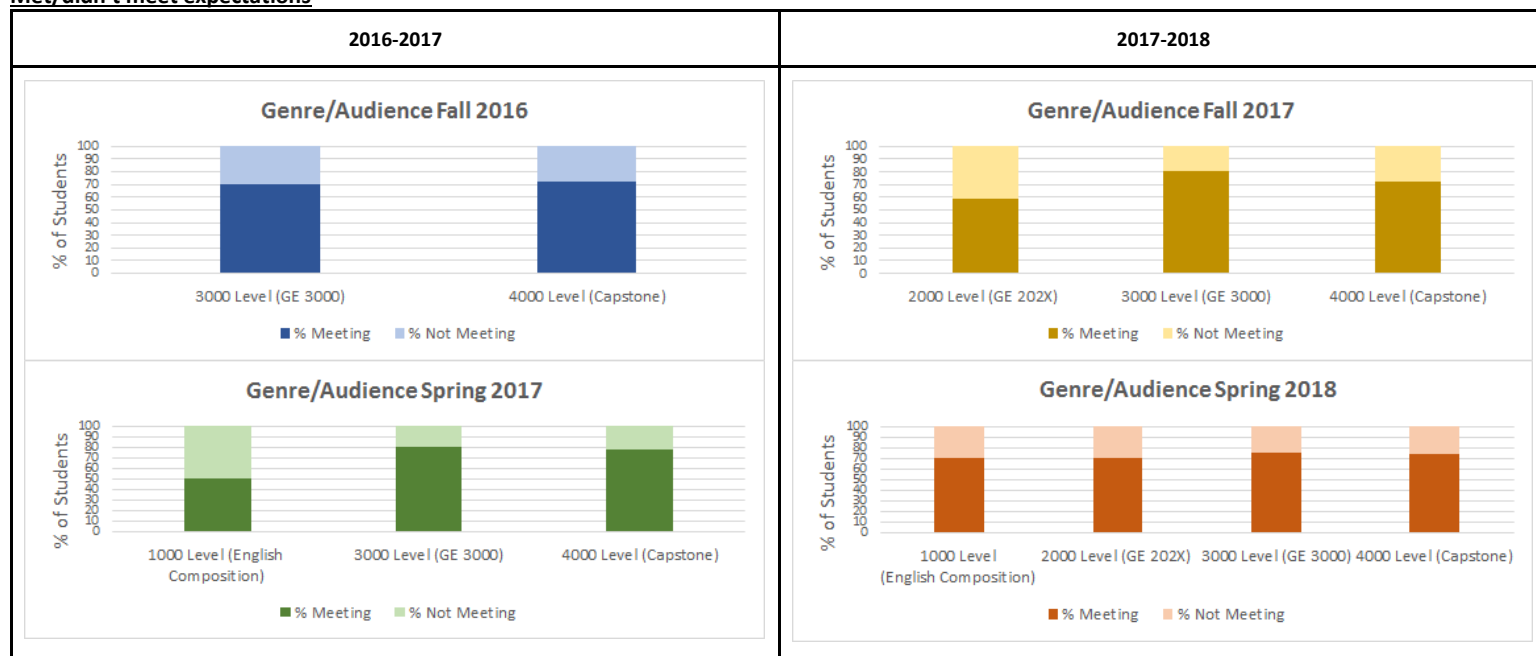
Dimension: GENRE/AUDIENCE

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
English composition (first-year)	Annual portfolio reading	3 in all areas	n/a	n/a	126 students	2.4	n/a	n/a	198 students	2.6
GE202x	Instructor assessed	3 in all areas	n/a	n/a	n/a	n/a	362 in 15	3.1	590 in 24	2.9
GE3000 (transfer yr 2 and beyond)	Instructor assessed	3 in all areas	156 in 8	3.2	172 in 10	3.5	331 in 14	3.3	284 in 13	3.1
Capstone (graduating)	Instructor assessed	4 or 5 in all	185 in 14	3.36	469 in 34	4.1	474 in 36	4.1	661 in 43	4.3

Comparison of means



Met/didn't meet expectations

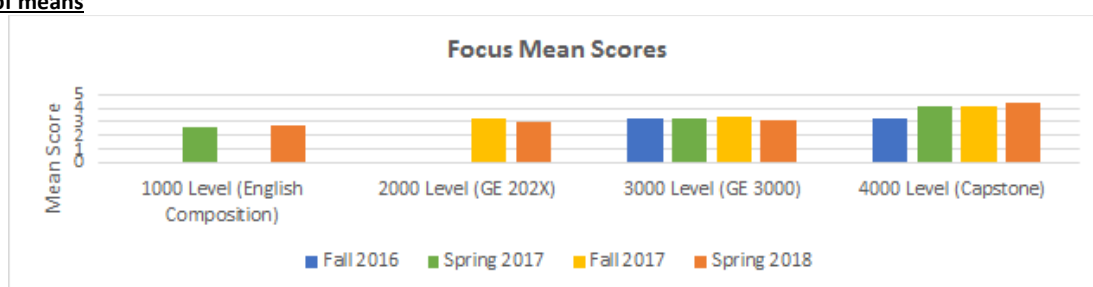


	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	
% not meeting	49.6%	30.1%	19.8%	28%	23%	% not meeting	30%	40.7%	30%	19.1%	24.3%	28.1%	26.3%		
% meeting	50.4%	69.9%	80.2%	72%	77%	% meeting	70%	59.3%	70%	80.9%	75.7%	71.9%	73.7%		

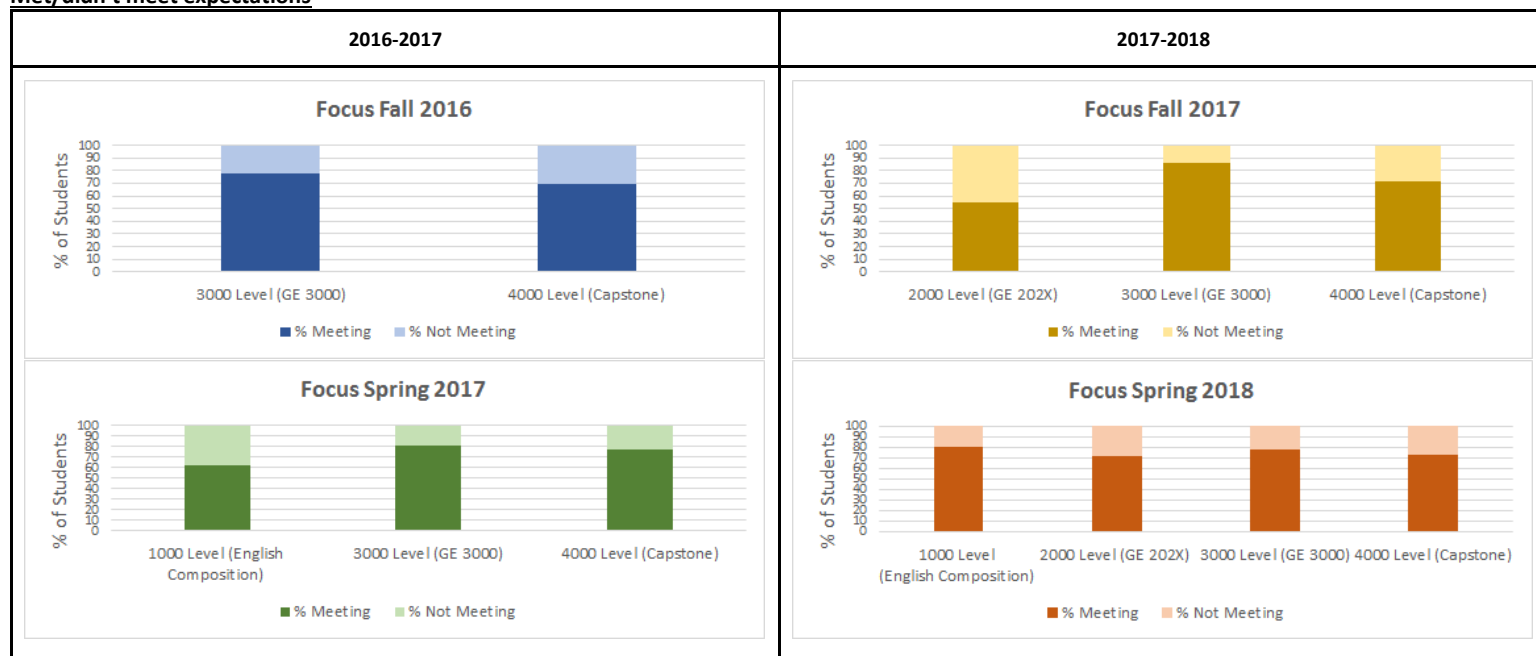
Dimension: FOCUS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



Met/didn't meet expectations

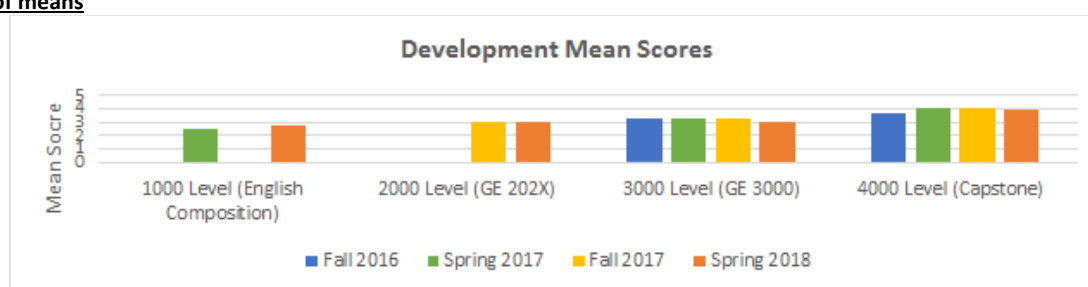


	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP		SP	FA	SP	FA	SP	FA	SP	FA	SP
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	4
% not meeting	37.7%	21.8%	19.8%	30%	23%	% not meeting	20%	44.9%	28.6%	14.2%	22.5%	28.7%	26.8%		
% meeting	62.3%	78.2%	80.2%	70%	77%	% meeting	80%	55.1%	71.4%	85.8%	77.5%	71.3%	73.2%		

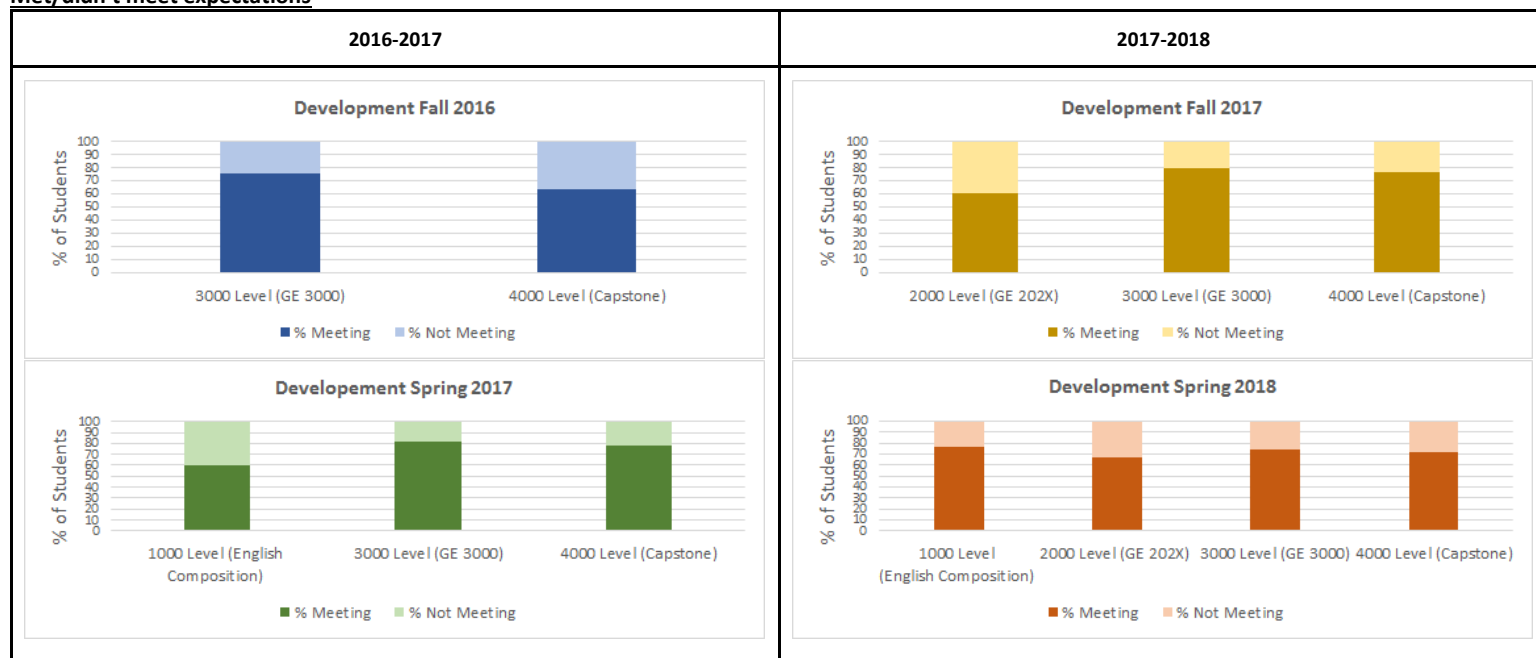
Dimension: DEVELOPMENT

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



Met/didn't meet expectations



	1000 level	3000 Level		4000 level			1000 level	2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP		SP	FA	SP	FA	SP	FA	SP
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4
% not meeting	40.1%	24.6%	18%	36%	22%	% not meeting	23%	39.4%	33.2%	20.2%	25.7%	23.6%	28.3%
% meeting	59.9%	75.4%	82%	64%	78%	% meeting	77%	60.6%	66.8%	79.8%	74.3%	76.4%	71.7%

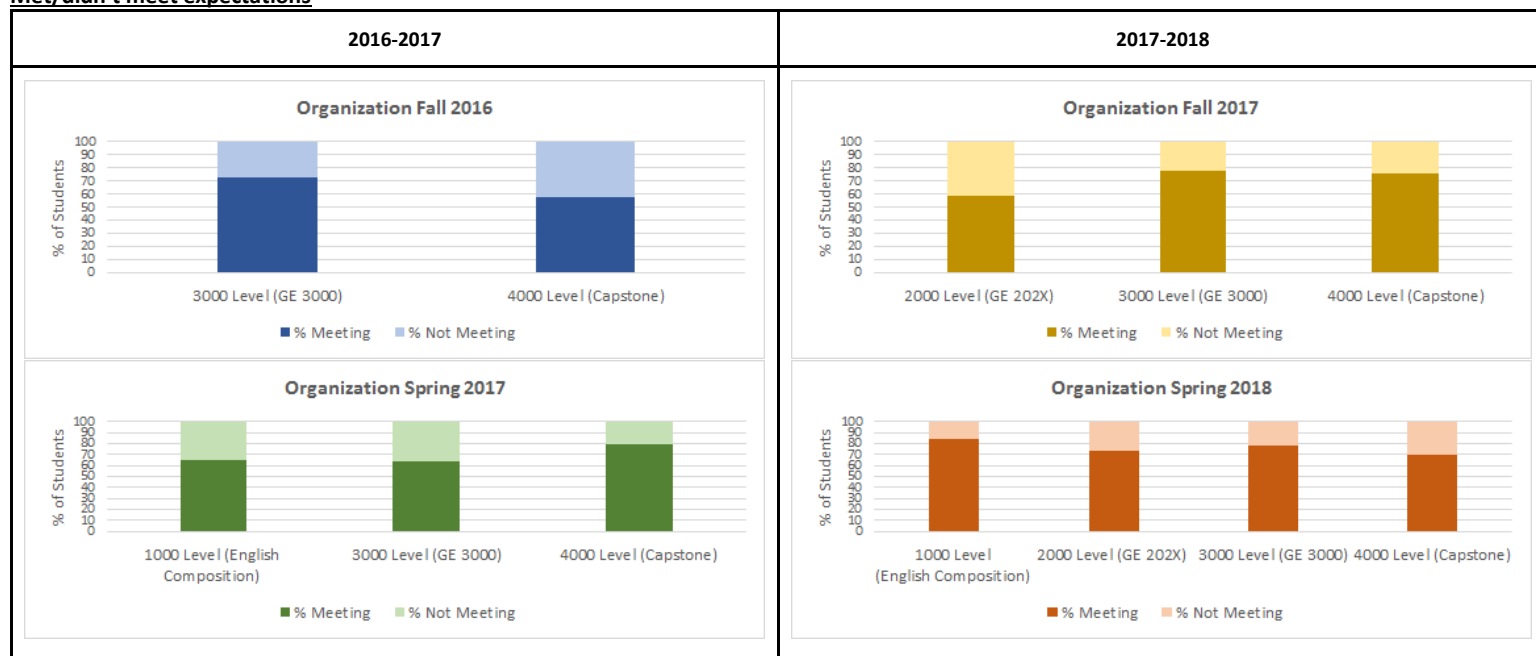
Dimension: ORGANIZATION

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



Met/didn't meet expectations

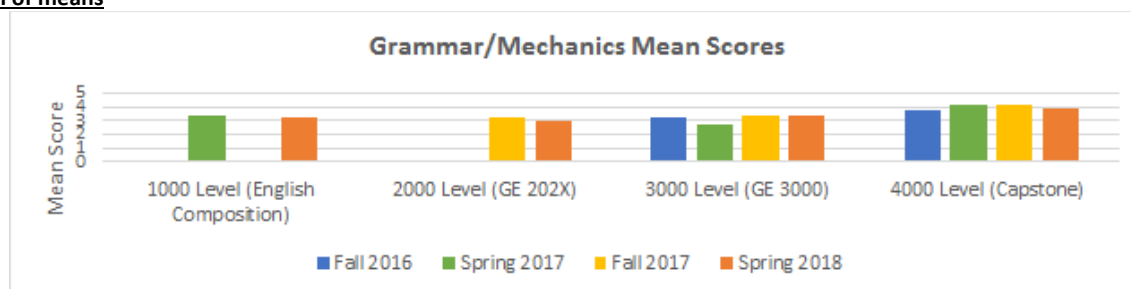


	1000 level	3000 Level		4000 level			1000 level	2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP		SP	FA	SP	FA	SP	FA	SP
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4
% not meeting	34.9%	26.9%	36.6%	42%	21%	% not meeting	16%	40.9%	26.6%	22.7%	21.8%	23.8%	30.1%
% meeting	65.1%	73.1%	63.4%	58%	79%	% meeting	84%	59.1%	73.4%	77.3%	78.2%	76.2%	69.9%

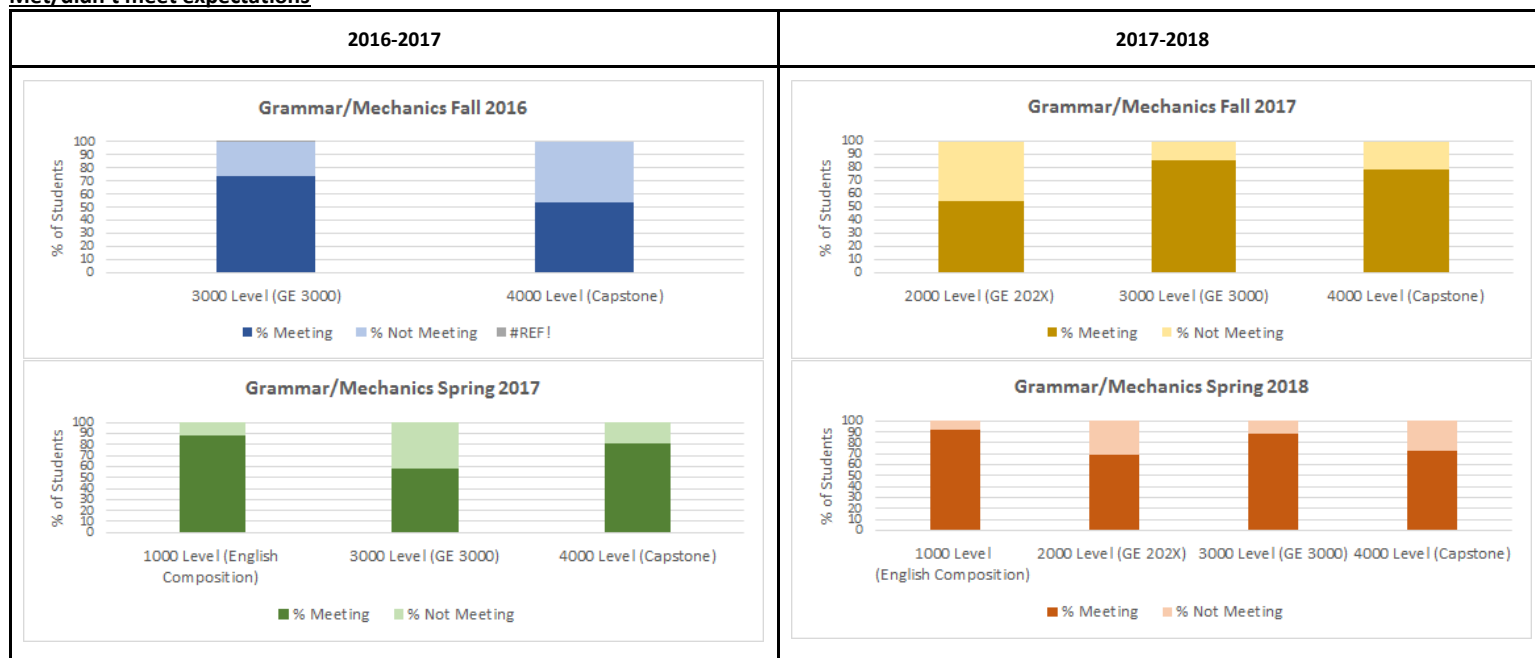
Dimension: GRAMMAR/MECHANICS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
English composition (first-year)	Annual portfolio reading	3 in all areas	n/a	n/a	126	3.4	n/a	n/a	198 students	3.2
GE202x	Instructor assessed	3 in all areas	n/a	n/a	n/a	n/a	362 in 15	3.2	590 in 24	3.0
GE3000 (transfer yr 2 and beyond)	Instructor assessed	3 in all areas	156 in 8	3.2	172 in 10	2.7	331 in 14	3.3	284 in 13	3.3
Capstone (graduating)	Instructor assessed	4 or 5 in all	185 in 14	3.7	474 in 36	4.1	661 in 43	4.1	769 in 50	3.9

Comparison of means



Met/didn't meet expectations

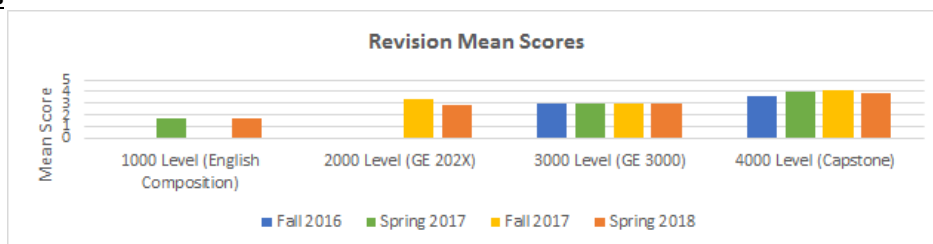


	1000 level			3000 Level			4000 level				1000 level			2000 level			3000 level			4000 level		
	SP	FA	SP	FA	SP		SP	FA	SP		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4									
% not meeting	11.5%	26.3%	42%	46%	19%	% not meeting	8%	45.2%	30.8%	14.2%	22%	21.3%	27.2%									
% meeting	88.5%	73.7%	58%	54%	81%	% meeting	92%	54.8%	69.2%	85.8%	88%	78.7%	72.8%									

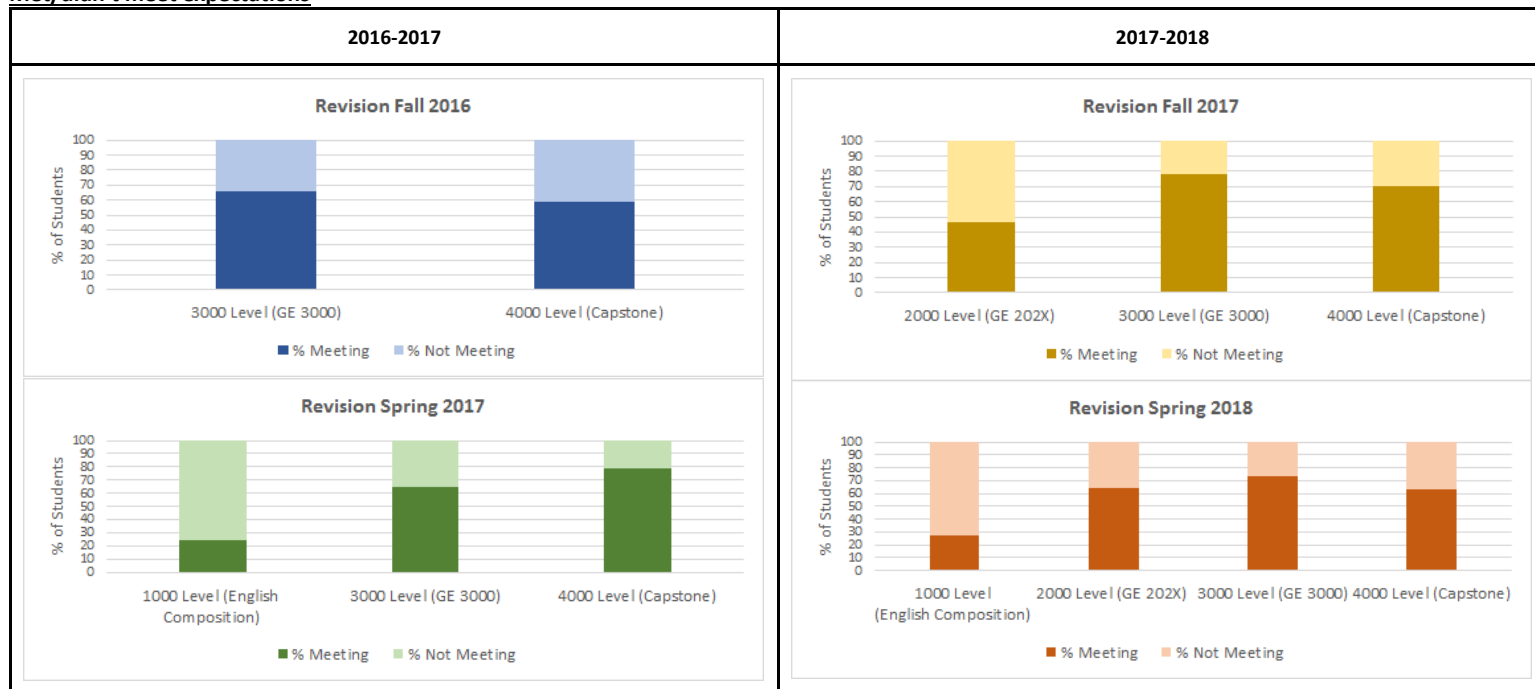
Dimension: REVISIONS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ sections	Spring 2017 mean score	Fall 2017 # students/ sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
English composition (first-year)	Annual portfolio reading	3 in all areas	n/a	n/a	126 students	1.7	n/a	n/a	198 students	1.7
GE202x	Instructor assessed	3 in all areas	n/a	n/a	n/a	n/a	362 in 15	3.3	590 in 24	2.9
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Comparison of means



Met/didn't meet expectations



	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	
% not meeting	75.8%	34%	35.4%	41%	21%	% not meeting	73%	53.3%	35.8%	21.7%	26.7%	29.3%	36.6%		
% meeting	24.2%	66%	64.6%	59%	79%	% meeting	27%	46.7%	64.2%	78.3%	73.3%	70.7%	63.4%		

Writing

Student learning was assessed in 2 levels fall 2017 (introduction using composition classes and graduating, using capstone courses) and 3 levels in spring 2018 (introductory using composition classes, intermediate using GE202x, and graduating using capstone courses). All levels use the writing rubric, an instrument designed by the Kean Composition program.

- Composition courses: Once per year, in June, the composition programs holds a portfolio reading which is used for assessment. This year's portfolio reading included 198 portfolios, chosen at random, from the year. Each portfolio was read and scored by multiple faculty with composition experience. Students were expected to score a 3 in all categories on the rubric.
- GE202x: Each semester, faculty teaching the GE202x Research and Technology course, evaluate and score students in their own sections based on their final project which is a formal empirical research paper. Students were expected to score a 3 in all categories on the rubric.
- Capstone: Each semester, faculty teaching capstones evaluate and score students in their own sections based on their final projects which vary in format. Students were expected to score a 4 or higher in all sections on the rubric.

Discussion of findings

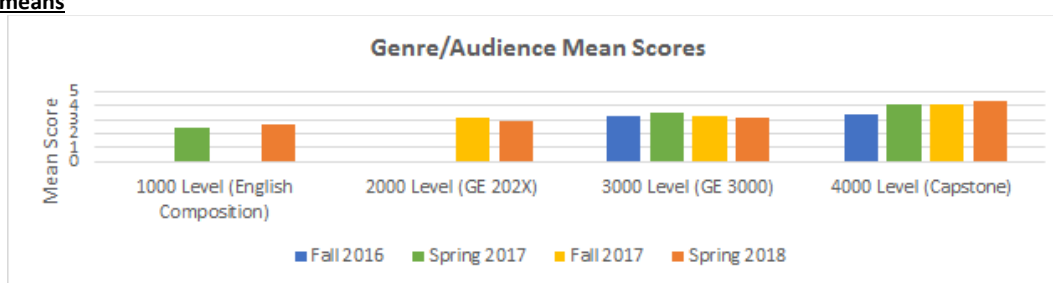
Overall, students are meeting expectations in each level of writing. That said, there are still areas of concern. "Genre/audience" as a category is in need of more instructional support. Another category of concern is "revisions." Interestingly, these two categories affect one another and are both affected by students' reading skills (which was identified as an issue in previous years, and led to the creation of ID1500, a course focused on reading). For the next academic year, it is recommended that the campus community be made aware of the need of working with student explicitly on genre/audience and revisions, through instruction, modeling, and feedback. While instructors in the GE program are critical in introducing these topics, faculty throughout the entire campus also need support in learning how to mentor and instruct in ways that support students in identifying and meeting genre expectations as well as performing revisions as part of the writing process. Instructional methods such as individual mentoring, directed peer and self-assessment and modeling are be extremely helpful in supporting both faculty and students in this process. To this end, we recommend that the university consider workshops and events for both students and faculty be offered throughout the academic year on the topics of feedback, reading, and revisions. We also strongly recommend that the GE program focus on critical reading as a support to writing, as well as other learning outcomes.

It is remarkable that a writing scores for GE 202x across the board were considerably higher in Spring 2018 than in Fall 2017. This can be explained by changes the Research and Tech faculty made during this time. They added more one-on-one meeting during the Spring, which was possible because their advising load for students not in their classes was not as high in the spring. In further considerations of student success and advising, the strong need for individual meetings to discuss student writing should be taken into account. The data here indicates that individual support is a strongly related to student success in writing intensive courses. This kind of mentoring should be taken into account as advising when loads are assigned.

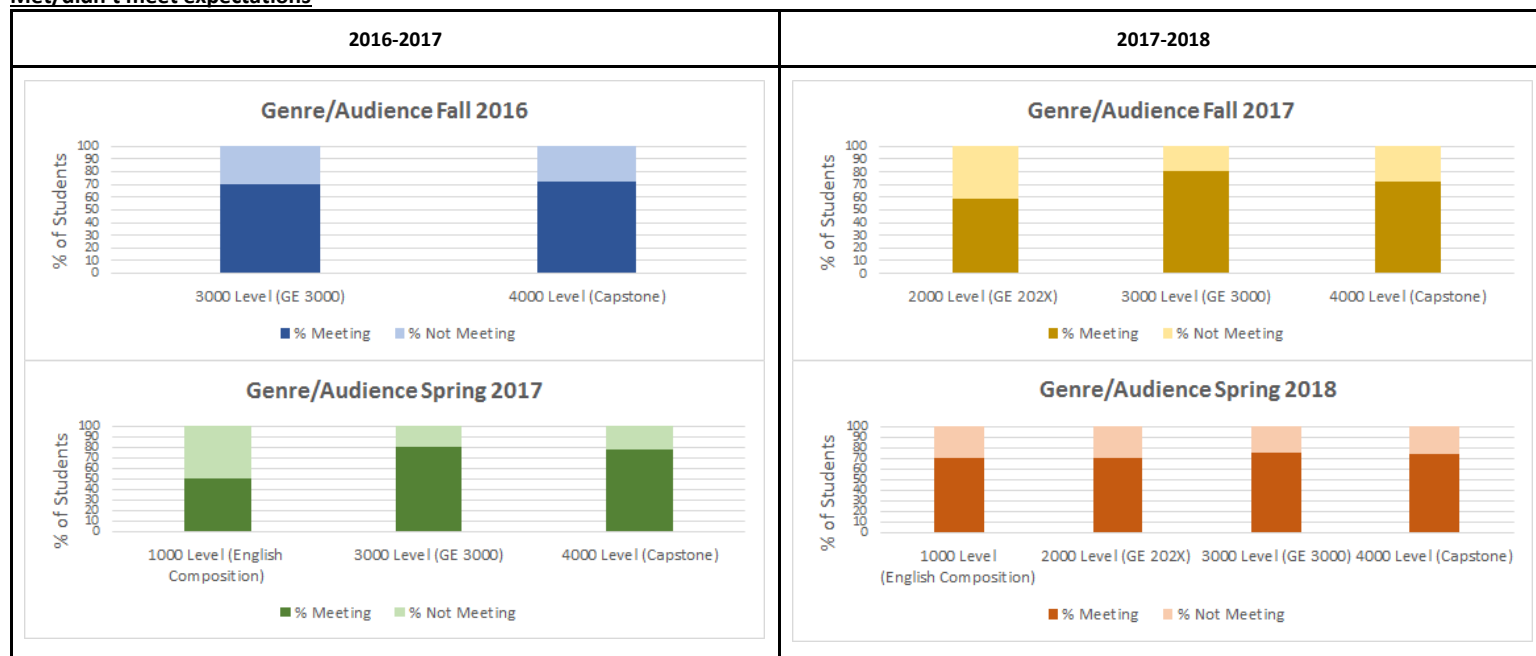
Dimension: GENRE/AUDIENCE

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



Met/didn't meet expectations

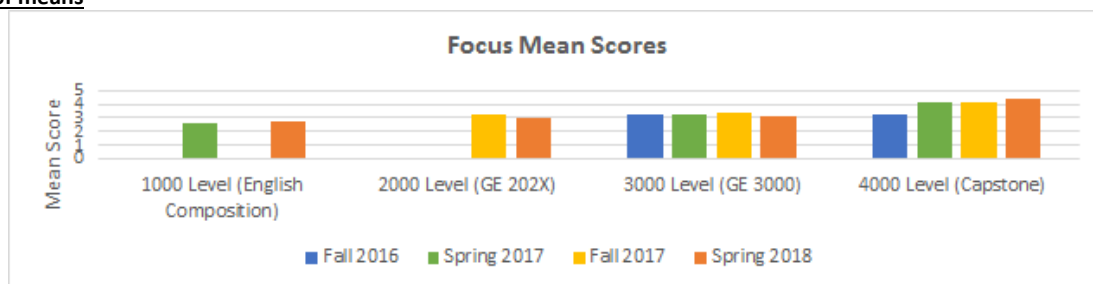


	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	
% not meeting	49.6%	30.1%	19.8%	28%	23%	% not meeting	30%	40.7%	30%	19.1%	24.3%	28.1%	26.3%		
% meeting	50.4%	69.9%	80.2%	72%	77%	% meeting	70%	59.3%	70%	80.9%	75.7%	71.9%	73.7%		

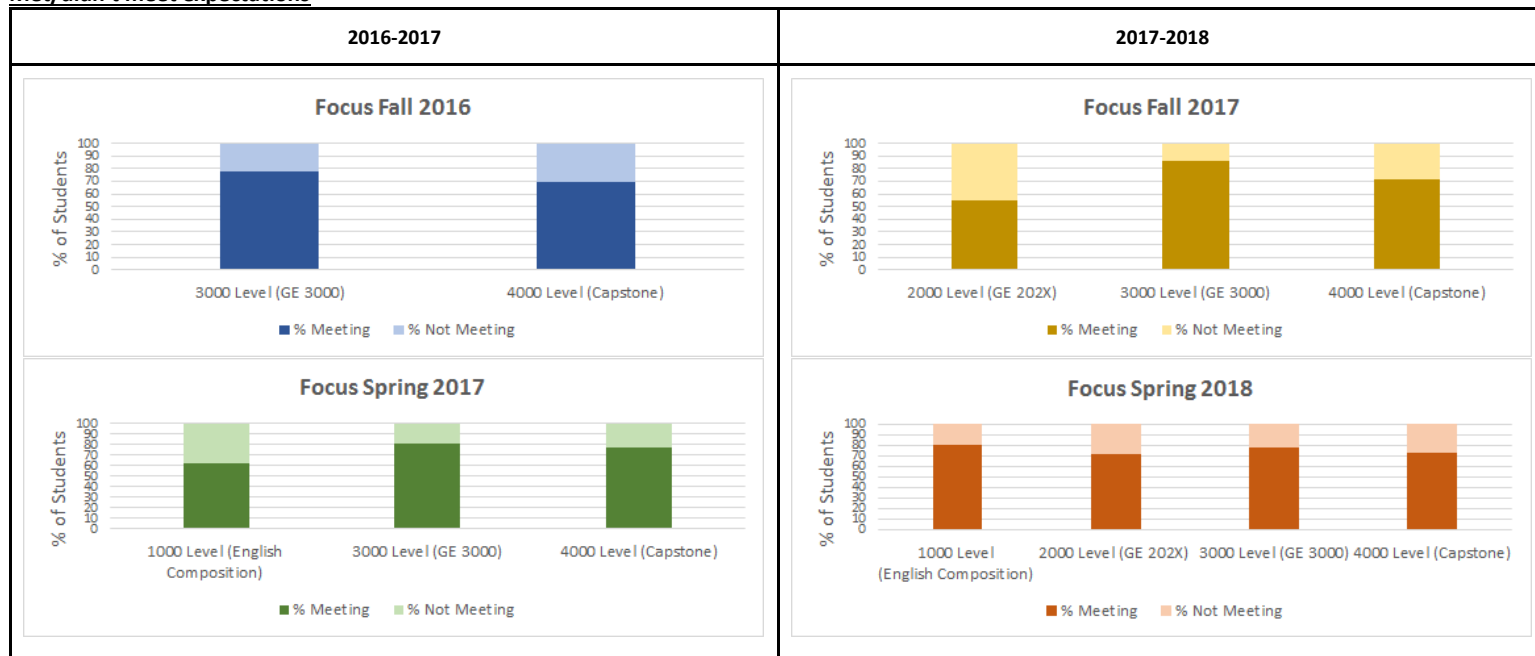
Dimension: FOCUS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



Met/didn't meet expectations

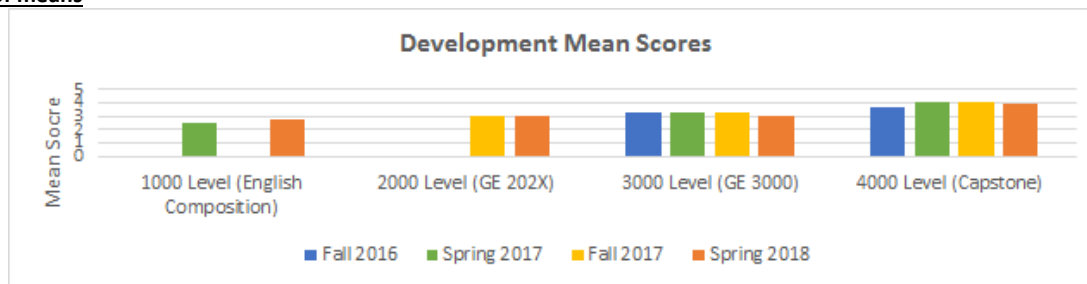


	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	FA
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	4
% not meeting	37.7%	21.8%	19.8%	30%	23%	% not meeting	20%	44.9%	28.6%	14.2%	22.5%	28.7%	26.8%		
% meeting	62.3%	78.2%	80.2%	70%	77%	% meeting	80%	55.1%	71.4%	85.8%	77.5%	71.3%	73.2%		

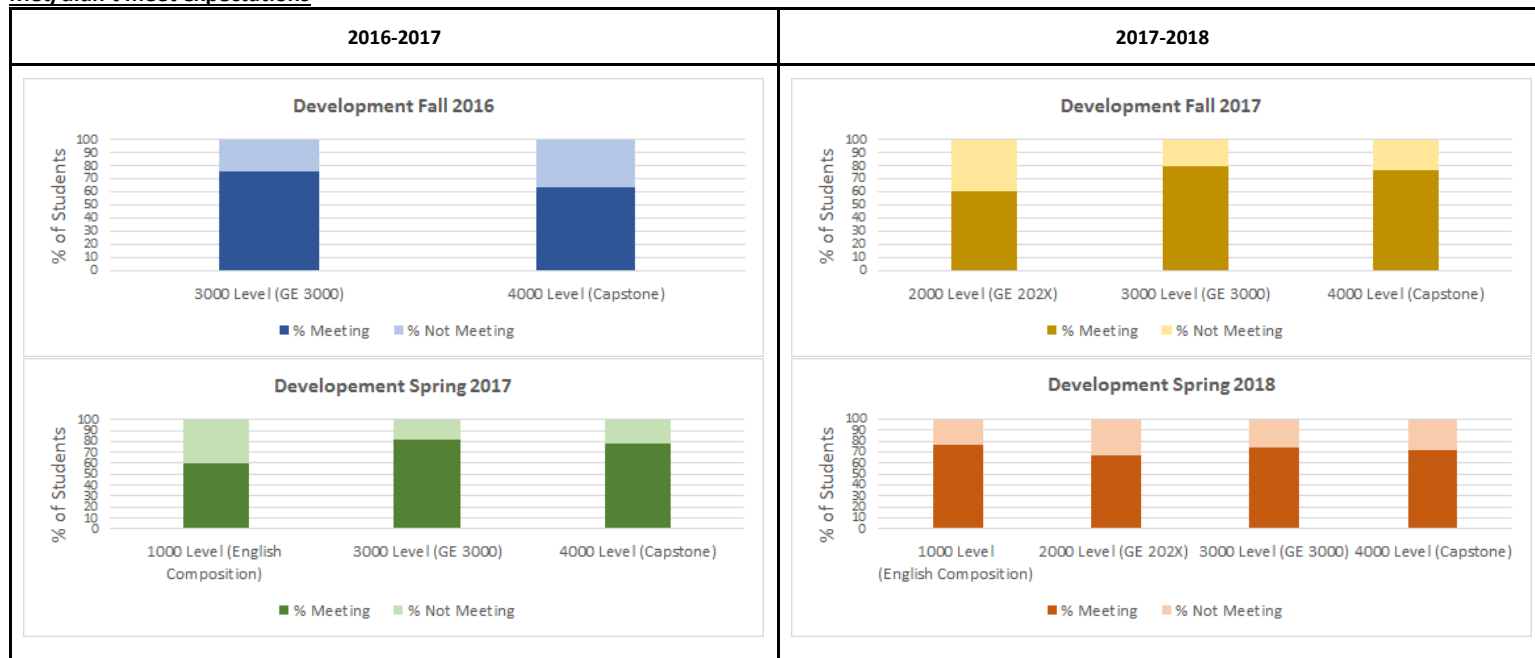
Dimension: DEVELOPMENT

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
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Comparison of means



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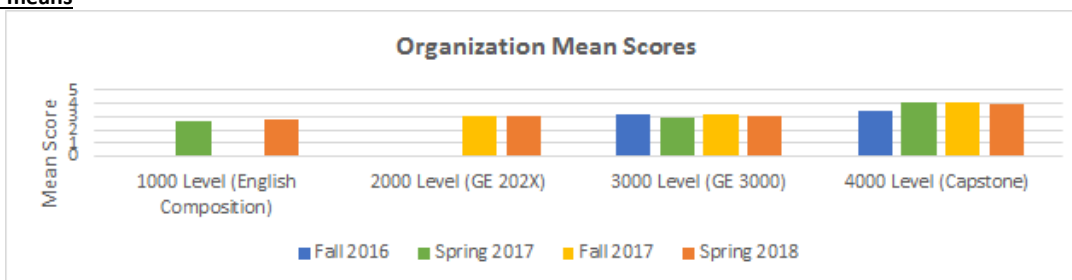


	1000 level			3000 Level			4000 level				1000 level			2000 level			3000 level			4000 level		
	SP			FA			SP				SP			FA			SP			FA		
Expectation	3			3			3			Expectation	3			3			3			4		
% not meeting	40.1%			24.6%			18%			% not meeting	23%			39.4%			33.2%			20.2%		
% meeting	59.9%			75.4%			82%			% meeting	77%			60.6%			66.8%			79.8%		

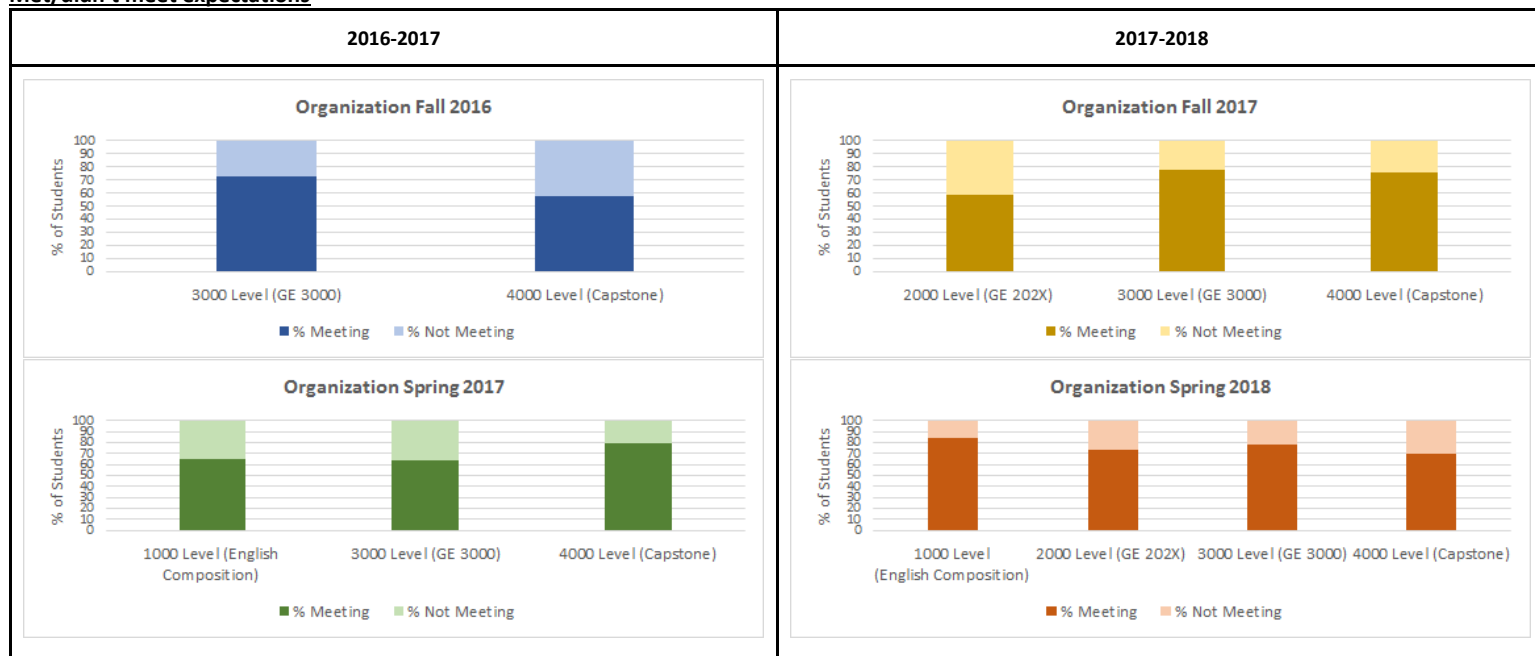
Dimension: ORGANIZATION

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Comparison of means



Met/didn't meet expectations

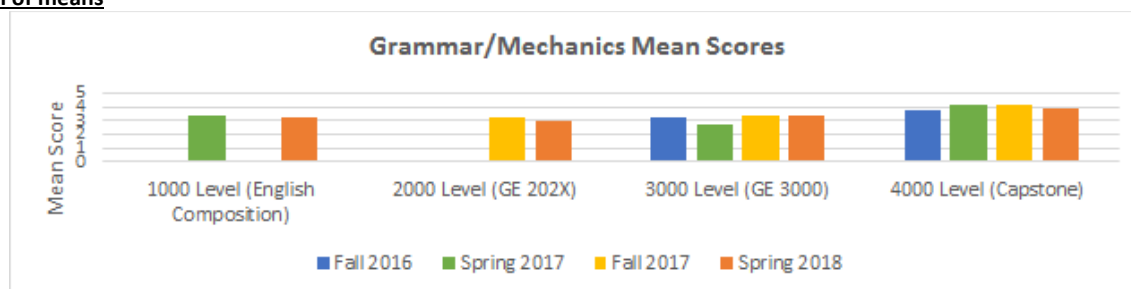


	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	FA
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	4
% not meeting	34.9%	26.9%	36.6%	42%	21%	% not meeting	16%	40.9%	26.6%	22.7%	21.8%	23.8%	30.1%		
% meeting	65.1%	73.1%	63.4%	58%	79%	% meeting	84%	59.1%	73.4%	77.3%	78.2%	76.2%	69.9%		

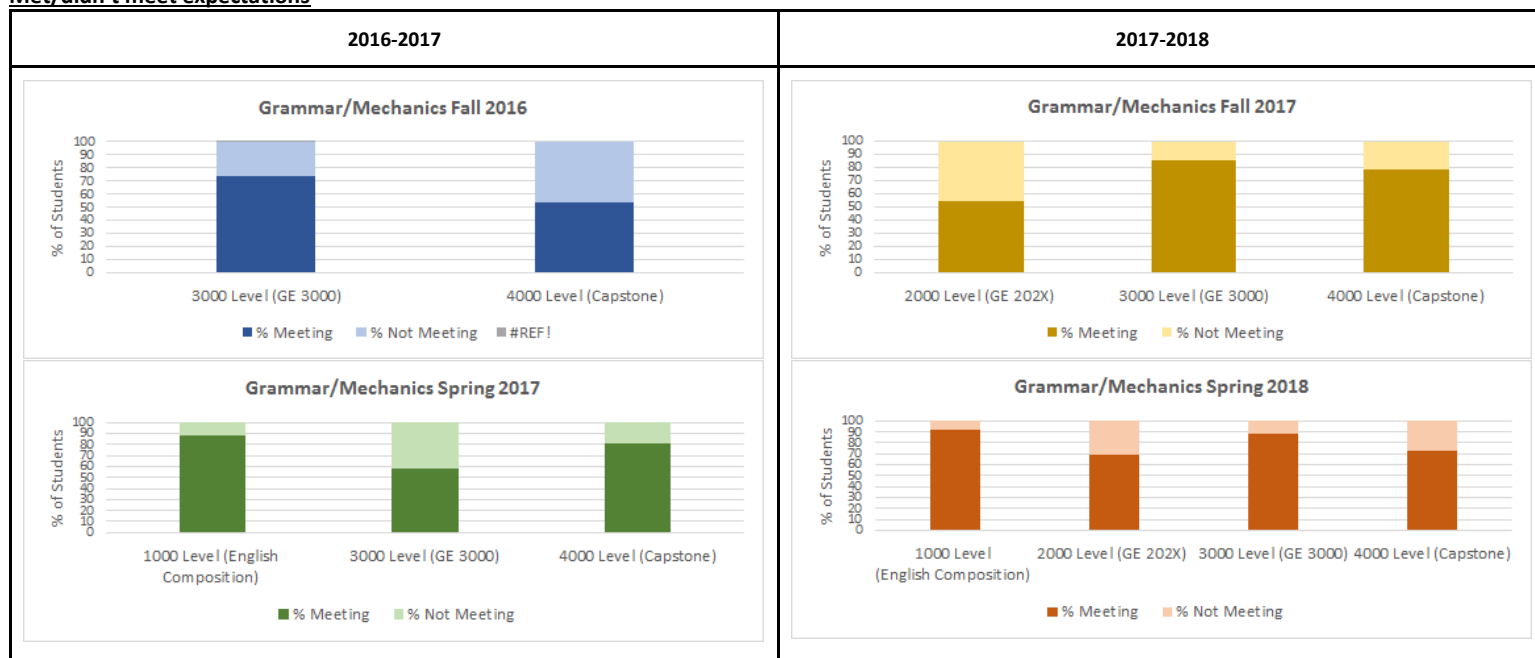
Dimension: GRAMMAR/MECHANICS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ # sections	Spring 2017 mean score	Fall 2017 # students/ # sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
English composition (first-year)	Annual portfolio reading	3 in all areas	n/a	n/a	126	3.4	n/a	n/a	198 students	3.2
GE202x	Instructor assessed	3 in all areas	n/a	n/a	n/a	n/a	362 in 15	3.2	590 in 24	3.0
GE3000 (transfer yr 2 and beyond)	Instructor assessed	3 in all areas	156 in 8	3.2	172 in 10	2.7	331 in 14	3.3	284 in 13	3.3
Capstone (graduating)	Instructor assessed	4 or 5 in all	185 in 14	3.7	474 in 36	4.1	661 in 43	4.1	769 in 50	3.9

Comparison of means



Met/didn't meet expectations

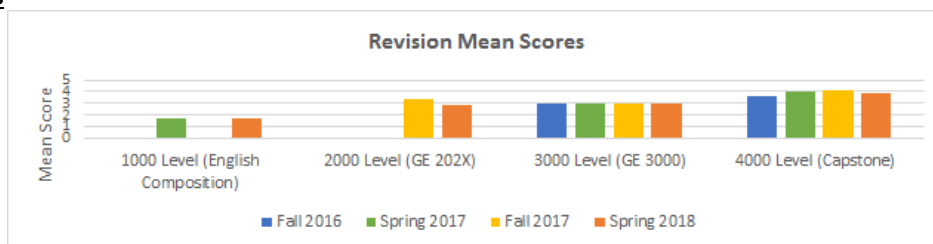


	1000 level			3000 Level			4000 level				1000 level			2000 level			3000 level			4000 level		
	SP	FA	SP	FA	SP		SP	FA	SP		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4									
% not meeting	11.5%	26.3%	42%	46%	19%	% not meeting	8%	45.2%	30.8%	14.2%	22%	21.3%	27.2%									
% meeting	88.5%	73.7%	58%	54%	81%	% meeting	92%	54.8%	69.2%	85.8%	88%	78.7%	72.8%									

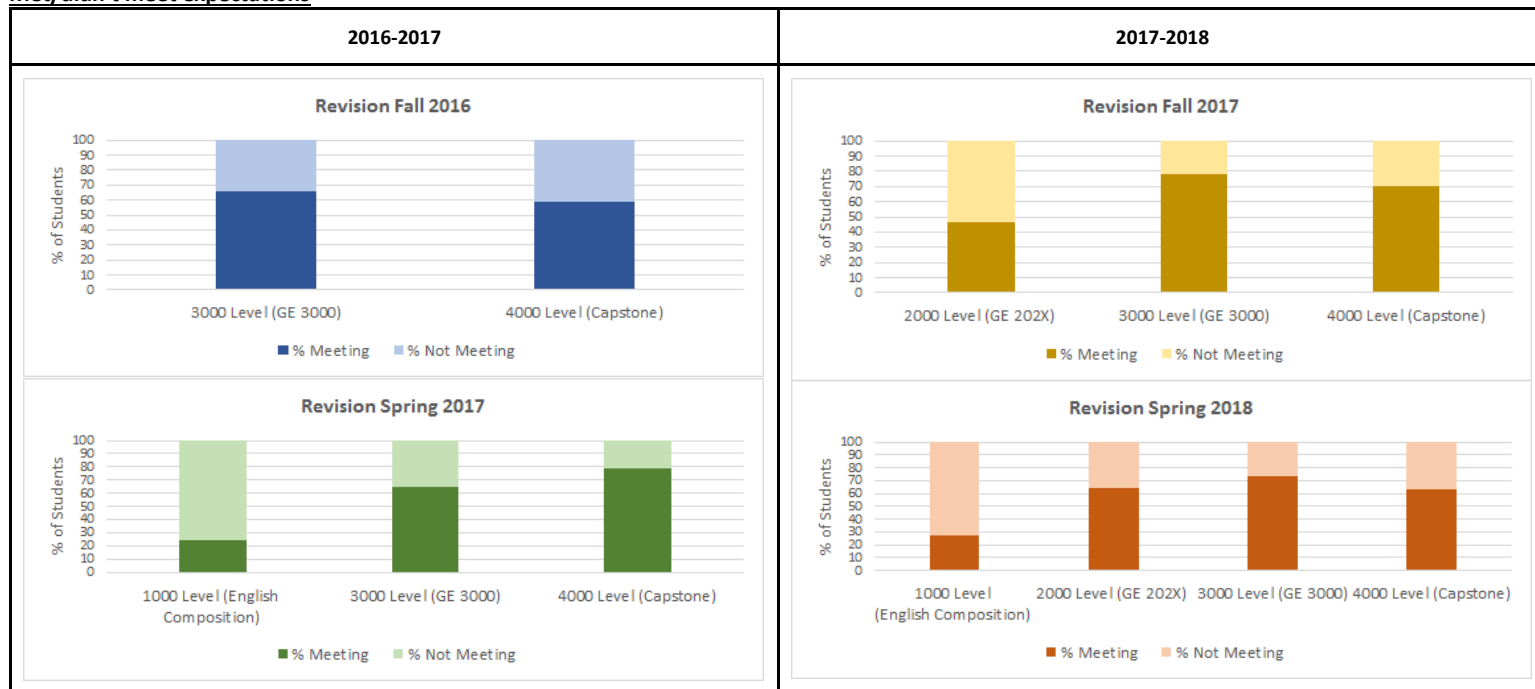
Dimension: REVISIONS

Course	Method	Target score	Fall 2016 # students/ # sections	Fall 2016 mean score	Spring 2017 # students/ sections	Spring 2017 mean score	Fall 2017 # students/ sections	Fall 2017 mean score	Spring 2018 # students/ # sections	Spring 2018 mean score
English composition (first-year)	Annual portfolio reading	3 in all areas	n/a	n/a	126 students	1.7	n/a	n/a	198 students	1.7
GE202x	Instructor assessed	3 in all areas	n/a	n/a	n/a	n/a	362 in 15	3.3	590 in 24	2.9
GE3000 (transfer yr 2 and beyond)	Instructor assessed	3 in all areas	156 in 8	3.0	172 in 10	3.0	331 in 14	3.0	284 in 13	3.0
Capstone (graduating)	Instructor assessed	4 or 5 in all	185 in 14	3.6	474 in 36	4.0	661 in 43	4.1	769 in 50	3.9

Comparison of means



Met/didn't meet expectations



	1000 level		3000 Level		4000 level			1000 level		2000 level		3000 level		4000 level	
	SP	FA	SP	FA	SP			SP	FA	SP	FA	SP	FA	SP	
Expectation	3	3	3	4	4	Expectation	3	3	3	3	4	4	4	4	
% not meeting	75.8%	34%	35.4%	41%	21%	% not meeting	73%	53.3%	35.8%	21.7%	26.7%	29.3%	36.6%		
% meeting	24.2%	66%	64.6%	59%	79%	% meeting	27%	46.7%	64.2%	78.3%	73.3%	70.7%	63.4%		

DIRECT MEASURE: INFORMATION AND TECHNOLOGY LITERACIES

****report written by Linda Cifelli**

Information literacy, for Kean University, is defined as “the ability to utilize information and communications technology critically and effectively in a rapidly changing world”. This outcome is measured through the use of the library LEARN program, which is a free-standing Blackboard module, managed and administered by the library.

Overview

Assessment data presented in this document for the information literacy student learning outcome is based on student responses on Kean University’s Information Literacy Quiz.

The 20 multiple-choice quiz questions are inspired by the *Information Literacy VALUE Rubric* (Association of American Colleges and Universities, 2010) and the Association of College and Research Libraries’ *Information Literacy Competency Standards for Higher Education* (American Library Association, 2000) and *Framework for Information Literacy for Higher Education* (American Library Association, 2016). The quiz comprises four sets of five questions, with each set aligning with a dimension listed on Kean University’s Information Literacy Rubric. The score range for each dimension is 0-11. The score range for the entire test is 0-44. The questions do not match the Information Literacy Rubric’s descriptions for each level, but they do represent varying levels of difficulty. A score value (ranging from 1 to 4) is assigned to each question, with 1 representing the easiest and 4 representing the most difficult questions.

Administration of the Information Literacy Quiz (through Qualtrics) during Spring 2018 was solely through the Nancy Thompson Library-Learning Commons’ new online module – called LEARN – available through Blackboard. The Blackboard module was completed by students enrolled in GE 202x, GE 3000, and PSY 2000 in place of “during class time” visits to the library. The Blackboard module was completed by students enrolled in a number of other courses, as well. Please note that a number of students completing the quiz through Blackboard indicated that they were enrolled in GE 1000. However, it is possible that they were actually enrolled in GE 3000.

Quiz scores presented in this report represent responses recorded by students who provided their informed consent to take part in the testing.

Student expectations

The minimum level expected for all participants is 50% correct responses for questions in each dimension category. In general, students in GE 202x and GE 3000 (intermediate level) are expected to attain a higher percentage of correct responses than students in ENG 103x and ENG 1430 (beginning level). The goal is for ENG 103x and ENG 1430 students to score between 50% and 60% correct responses, for GE 202x and GE 3000 students to score between 60% and 75% correct responses, and for capstone students to score over 75% correct responses.

Results

Number of students assessed: 889 students

GE 1000: 30 students

HIST 1062: 39 students

PSY 2000: 56 students

GE 202x: 482 students

GE 3000: 190 students

Capstone: 70 students

Graduate: 17 students

Other: 5 students

Number of sections included in this report: N/A

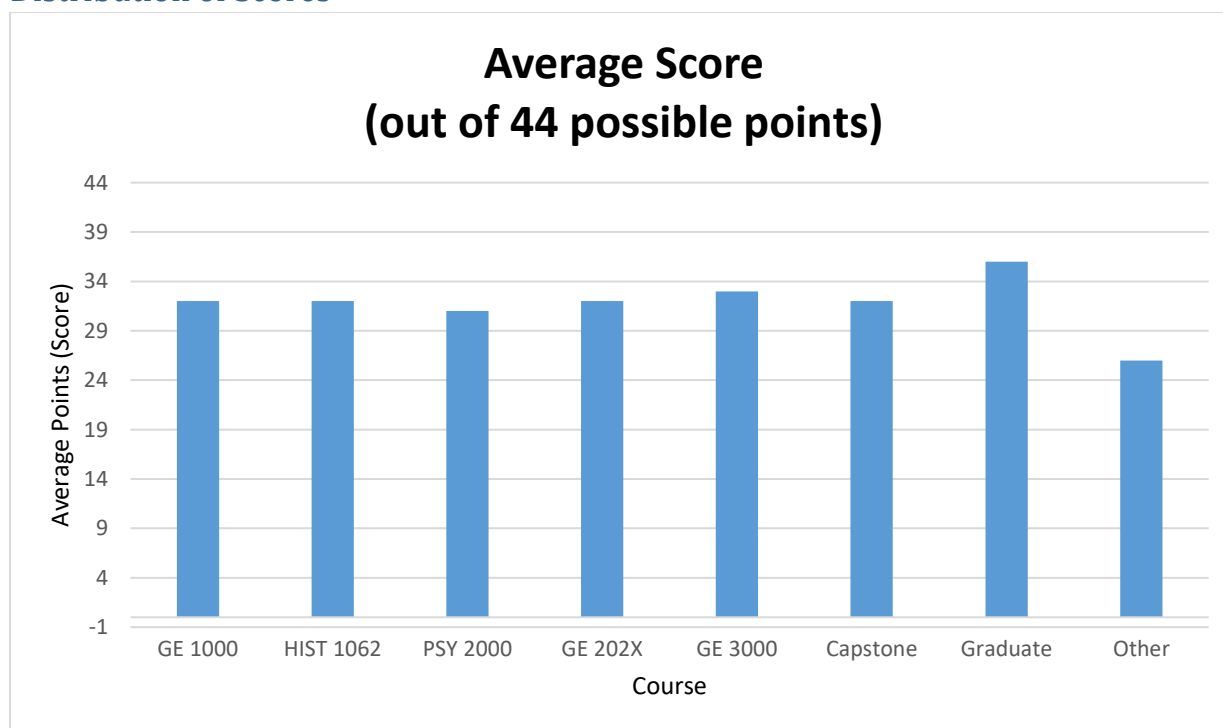
Mean scores

Mean Scores Overall	
GE 1000	32
HIST 1062	32
PSY 2000	31
GE 202X	32
GE 3000	33
Capstone	32

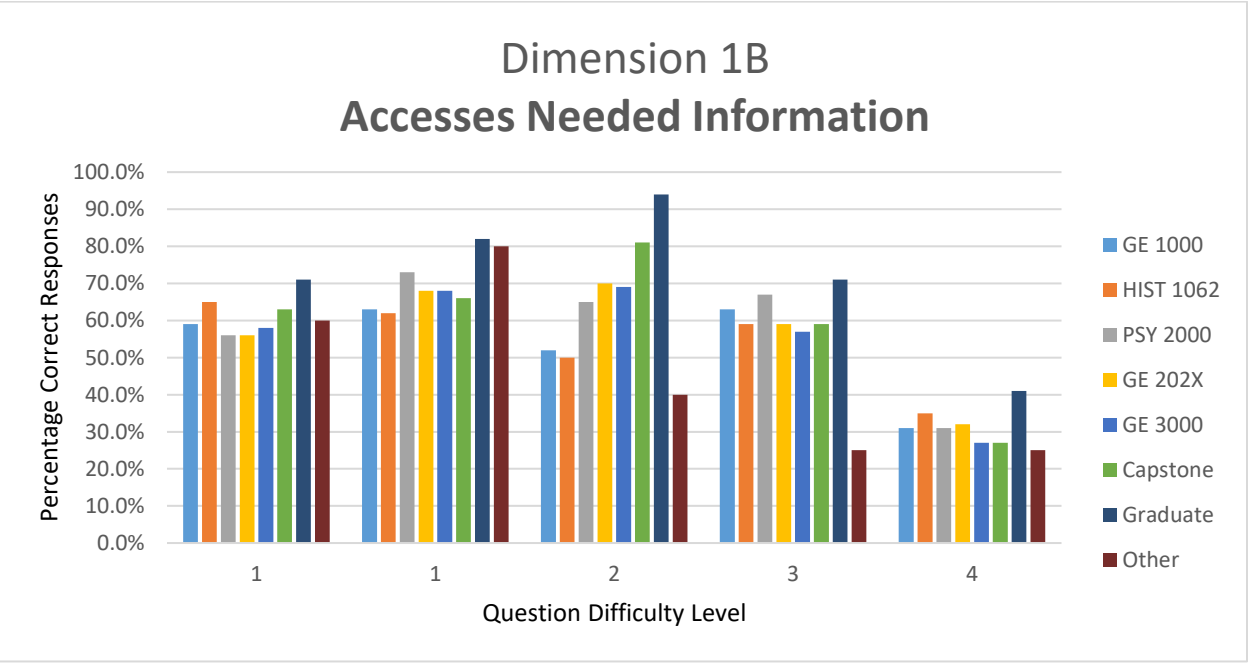
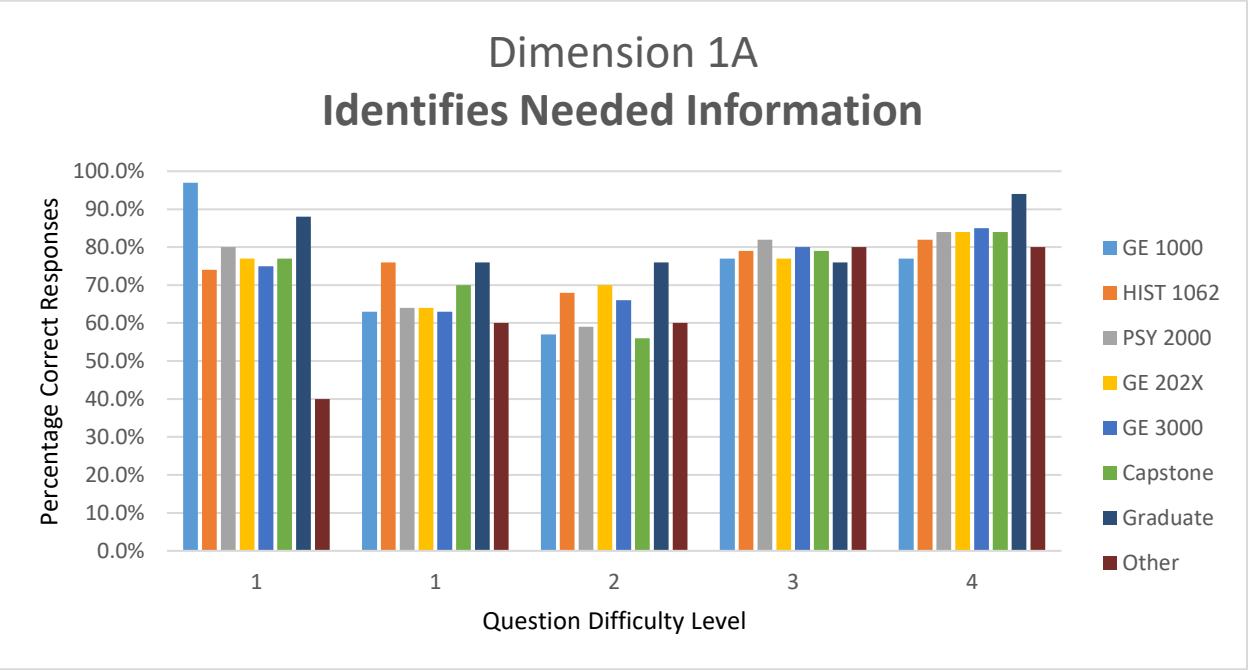
Discussion

Spring 2018 was the first time that the LEARN Blackboard module was used with targeted classes (in Fall 2017, the module was implemented and used with a much smaller group of classes). One limitation of the tool is that all student completing LEARN are exposed to the same material with the same questions. This may explain the similarity in mean scores across the courses. If all students, regardless of experience, are receiving the same material and testing, it makes sense that all students score similarly. We recommend that the university continue the use of LEARN and consider modifying the module to accommodate the different needs over the undergraduate program. We also recommend that, as part of this consideration, that the content be evaluated and adjusted consistently to reflect changes in information literacy practices consistent with the AAC&U and American Library Association. In order to be a useful tool for General Education students, it is recommended that more resources be allotted for maintenance and implementation to ensure that the LEARN module is supporting General Education courses. Because of the individual nature of research, we also recommend that the library find a way to support students and classes individually, beyond standard workshops and reference desk services.

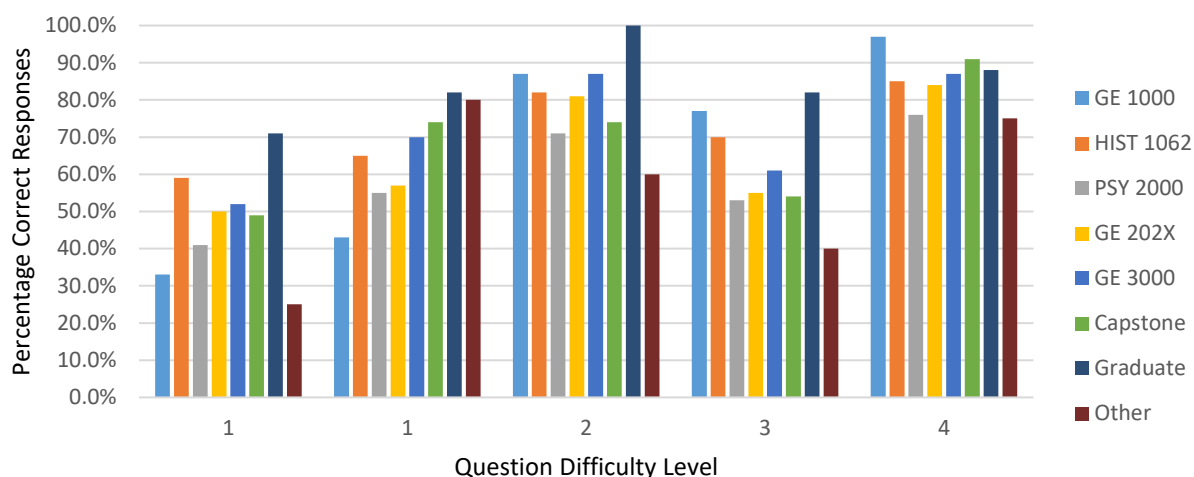
Distribution of Scores



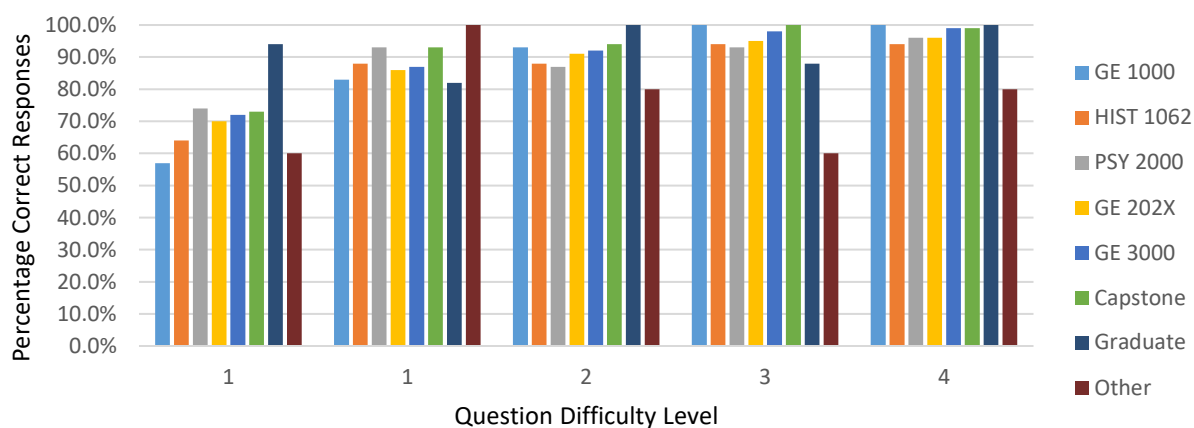
Distribution of Scores (percentages)



Dimension 2 Critically Evaluates Information



Dimension 4 Uses Information in a Responsible, Ethical and Legal Manner



Please note: The Information Literacy Quiz does not cover the Information Literacy Rubric’s Dimension 3: “Uses Information Effectively to Achieve Objectives,” since Dimension 3 requires the evaluation of student work products.

Academic Program Assessment Report, US

COLLEGE OF LIBERAL ARTS

General Education

ACADEMIC YEAR: **2016-2017**

REPORT AUTHOR: Karin Beck/Bridget Lepore

PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Objective	Introductory		Intermediate		Advanced	
	FA16	SP17	FA16	SP17	FA16	SP17
1. Transdisciplinarity	x	x	x	x	x	x
2. Critical Thinking		x	x	x	x	x
3. Quantitative Literacy	x	x	x			
4. Communication Literacies: Speech	x	x	x	x	x	x
4. Communication Literacies: Writing		x	x	x	x	x
5. Information and Technology Literacy	x	x	x	x		
6. Active Citizenship	x				x	
7. Ethical Judgment and Integrity			x	x	x	
8. Diversity	x	x			x	x

DIRECT MEASURE:

All Student Learning Objectives were assessed using student work samples, including presentations, writing and projects using standard General Education rubrics (2016-17). More information on each is available in the detailed reports.

TARGET:

Information on target expectations is available in the detailed reports.

Summary:

During academic year 2016-17, General education continued to work from and assess the 8 General Education student learning objectives approved in 2015. Each of these learning objectives has an associated rubric which is used throughout the General Education program. We currently assess in the first year, second year and again at the final year/capstone level.

Data was collected from courses throughout the General Education program and was analyzed by either the course coordinator or by faculty within the General Education program. Student work samples varied by course, with writing samples, presentations and other project and portfolio work included and assessed using the current General Education rubrics.

Because of the importance of information about our graduating students, the faculty of General Education looked carefully at assessment results with special emphasis on the capstone courses. Analysis meetings were held in January for fall data and June for spring data. All General Education faculty participated. Outcomes from this analysis was used to formulate the plan for AY 2017-18, which appears below.

Overall closing the loop for GE

To improve student learning in AY17-18, a number of changes will be made in the General Education program. These changes, which are in line with the analysis of the data done by the GE faculty in both Fall 16 and Spring 17, are intended on providing a stronger foundation for students in the first two years. Two areas of focus have been identified in ay17-18: academic learning culture and critical thinking. Academic learning culture serves as a foundation for all general education which is especially important in the areas of critical thinking and transdisciplinarity.

The first semester is crucial to the development of academic habits and learning culture. During this time, the first foundations for critical thinking can be built. Students need to be exposed to challenging issues from the first day to develop critical thinking skills. In order to learn transdisciplinarity, the solution oriented application of critical thinking, the first semester should keep the focus on community action and problem solving. The first year seminar ID 1500 Critical Reading and Community, that was piloted since Fall 2016 is a good start for the development of a university wide first year seminar. The class needs to be further assessed and developed for the next year as the required first year seminar for all students.

The assessment data overall shows that students need to develop further foundations for their academic work. Students have, for example, difficulty finding the appropriate information when doing research. Students tend to jump to the final line of the research and writing process. Careful scaffolding on all levels is necessary to support students in learning that all steps of the research and critical thinking process are crucial for success. Critical reading of different genres of academic literature is necessary for students to develop a better understanding of text. This can help with the writing issues still seen on the capstone level.

The report shows that the GE program continues to reach its goals in all 8 SLOs. We continue to see areas in need of improvement, specifically in higher order thinking tasks which require a student to access, interpret, and synthesize information. In an interesting pattern, students do well in areas with explicit instruction in categories considered complex however we believe this the result of the work process. For example, students remain better at drawing conclusions than finding material and using evidence. This points to a continued need for explicit support in starting work and a focus on deeper understanding of the work process (instead of just the outcomes of the work process). This slowing down is essential to deep and sustained learning.

The program continues to adjust to the Values portion of the program. Values, because of their very nature, can be difficult to articulate, measure, and encourage. We continue to work on a program structure that will encourage students to frame a problem clearly (understand), gather evidence, evaluate, and synthesize (study), and craft new work based on what they've learned (act). We continue to work as a department towards a new General Education program, based on this model.

Results at WKU were comparable to results in Union, with students at WKU often doing a bit better than students in Union. Going forward, we need to get more data on the value rubrics from WKU.

Student Learning Objective 1: Transdisciplinarity

Transdisciplinarity, the ability to integrate knowledge and methods from different fields to address historical or contemporary questions, is assessed at three levels in General Education courses using the transdisciplinarity rubric.

DATA COLLECTION AND RESULTS

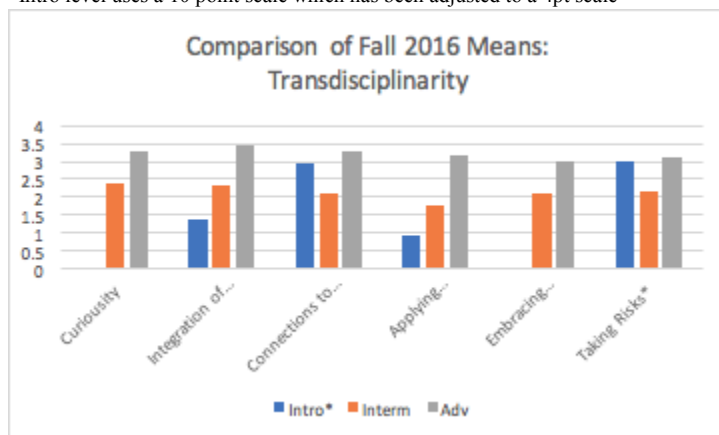
Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students:	435	67	98
Number of sections:	21	4	8
Courses assessed	BIO 1000	GE 202x	Capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	-	2.36	3.31
Integration of Prior Learning	3.46	2.31	3.43
Connections to discipline*	7.35	2.13	3.29
Applying Methods and Knowledge	2.28	1.78	3.16
Embracing Contradictions	-	2.10	3.01
Taking Risks*	7.49	2.15	3.12

*Intro level uses a 10 point scale which has been adjusted to a 4pt scale



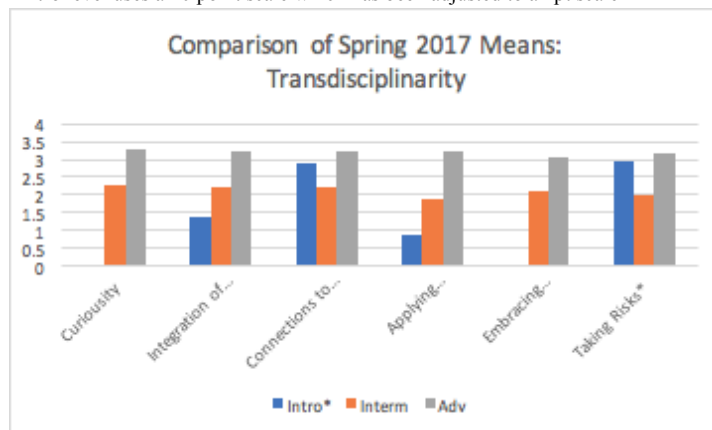
Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students	431	121	167
Number of sections	19	4	10
Courses assessed	BIO 1000	GE 202X	Capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	-	2.28	3.3
Integration of Prior Learning	3.48	2.22	3.23
Connections to discipline*	7.28	2.20	3.22
Applying Methods and Knowledge	2.25	1.88	3.20
Embracing Contradictions	-	2.13	3.06
Taking Risks*	7.41	2.01	3.16

*Intro level uses a 10 point scale which has been adjusted to a 4pt scale



Discussion of Findings:

Transdisciplinarity is a new student learning outcome and serves as a foundational concept in general education. Initial data collected on this SLO shows that both faculty and students are beginning to integrate the concept of

transdisciplinarity into their courses and work and are fulfilling expectations. There is room for improvement at all levels and to ensure that this SLO receives more attention.

Curricular Actions/Closing the Loop:

Starting with the Fall of 2017, Transdisciplinarity will be communicated to faculty and students as the central learning outcome in General Education. The overall curriculum will be further developed with this focus in mind.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 2: Critical Thinking

Critical thinking, the ability to utilize reflective analysis to draw informed conclusions, was assessed at 2 levels in Fall 2015 and at 3 levels in Spring 2016 in General Education courses using the critical thinking rubric.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students:		149	131
Number of sections:		7	9
Courses assessed		GE 202x	capstone

Mean Scores overall:

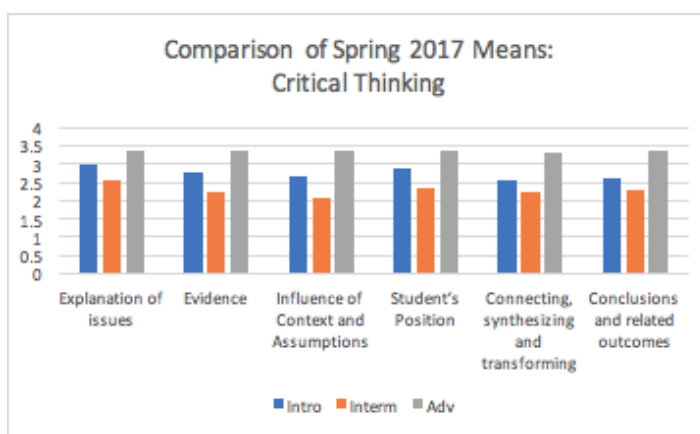
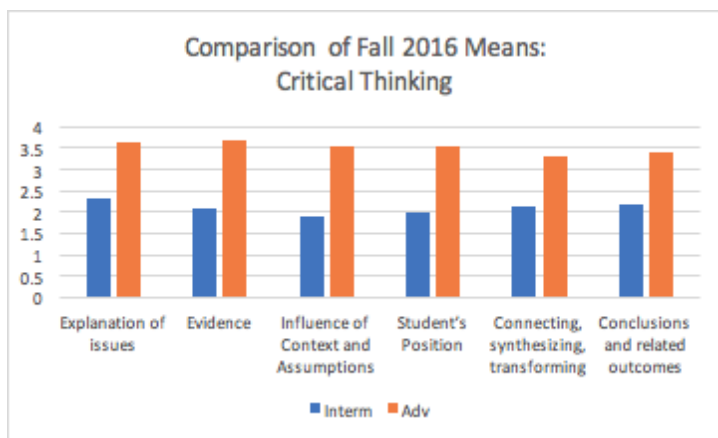
Category/Criterion	Intro	Interm	Adv
Explanation of issues		2.33	3.65
Evidence		2.10	3.67
Influence of Context and Assumptions		1.88	3.55
Student's Position		2.01	3.53
Connecting, synthesizing, transforming		2.11	3.31
Conclusions and related outcomes		2.16	3.41

Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students	208	126	343
Number of sections	7	6	-
Courses assessed	SOC 1000	GE 202x	Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Explanation of issues	2.98	2.54	3.34
Evidence	2.76	2.21	3.34
Influence of Context and Assumptions	2.67	2.08	3.34
Student's Position	2.86	2.32	3.36
Connecting, synthesizing and transforming	2.54	2.23	3.33
Conclusions and related outcomes	2.63	2.26	3.35



Discussion of Findings:

Looking at the intermediate and advanced levels of critical thinking scores, students improved in critical thinking. These numbers are consistent with prior semester. Students in the intermediate level are not consistently reaching the target level of 3 on the rubric, which should be addressed in the next academic year, throughout General Education. In looking at the introductory level, it is unclear why scores are higher. There is a concern that sociology, the course assessed at the introductory level, may be taking much later in the undergraduate program and could be reflecting scores of juniors and seniors instead of first and second year students.

Regardless, critical thinking remains an area where students need consistent, explicit instruction at all levels and should be a primary focus in the next academic year.

Curricular Actions/Closing the Loop:

In order to improve critical thinking skills, the General Education program will plan and integrate lessons on critical thinking into all core GE courses across the introductory and intermediate levels.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 3: Quantitative Literacy

Quantitative literacy, defined as the ability to utilize numerical data accurately and effectively to address real world problems, is assessed at 3 levels in the General Education program using the Quantitative Literacy rubric.

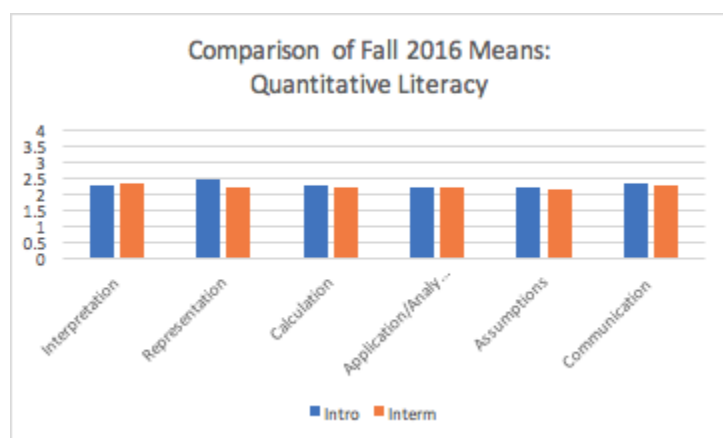
DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students:	558	106	
Number of sections:	24	5	
Courses assessed	MAT H 1010, MAT H 1016	GE202x	

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.28	2.31	
Representation	2.48	2.23	
Calculation	2.29	2.20	
Application/Analysis	2.19	2.19	
Assumptions	2.18	2.14	
Communication	2.32	2.24	

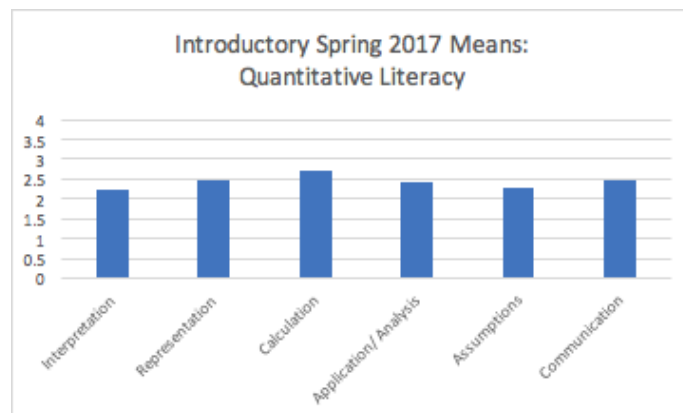


Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students:	502		
Number of sections:	23		
Courses assessed	MAT H 1010, MAT H 1016		

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.22		
Representation	2.49		
Calculation	2.73		
Application/ Analysis	2.42		
Assumptions	2.28		
Communication	2.46		



Discussion of Findings:

Quantitative literacy scores remain fairly consistent with prior results however the difference in scores in the fall semester, between introductory and intermediate level is a concern. The two sets of scores are difficult to compare based on sample size and lack of connection between 1000 level math and GE 202x. Data was unavailable in the spring for GE 202x and further investigation is needed in the next academic year.

Curricular Actions/Closing the Loop:

A stronger communication between the faculty of the different levels is necessary in order to develop more lasting teaching strategies. Further development of General Education with a stronger emphasis on a combination of skills and their applications from early on can also be helpful in generating more lasting skills in this area.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 4: Communication Literacies- Writing

Writing, as a communication literacy, is defined as the ability to write effectively to convey and make an evidence-based argument, is assessed at 3 levels in the General Education program using the Kean University writing rubric.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Interm2	Advd
Number of students:	-	146	156	186
Number of sections:	-	7	8	14
Courses assessed	-	ENG 2403	GE3000	Capstone

Mean Scores overall:

Category/ Criterion	Intro	Interm	Interm2	Adv
Genre/ Audience	-	-	3.17	3.86
Focus	-	3.43	3.24	3.85
Development	-	3.40	3.17	3.83
Organization	-	3.41	3.18	3.72
Grammar/ Mechanics	-	3.39	3.23	3.69
Revisions	-	2.97	3.02	3.57

*First Year Writing is assessed at one time per year, after the spring semester has ended

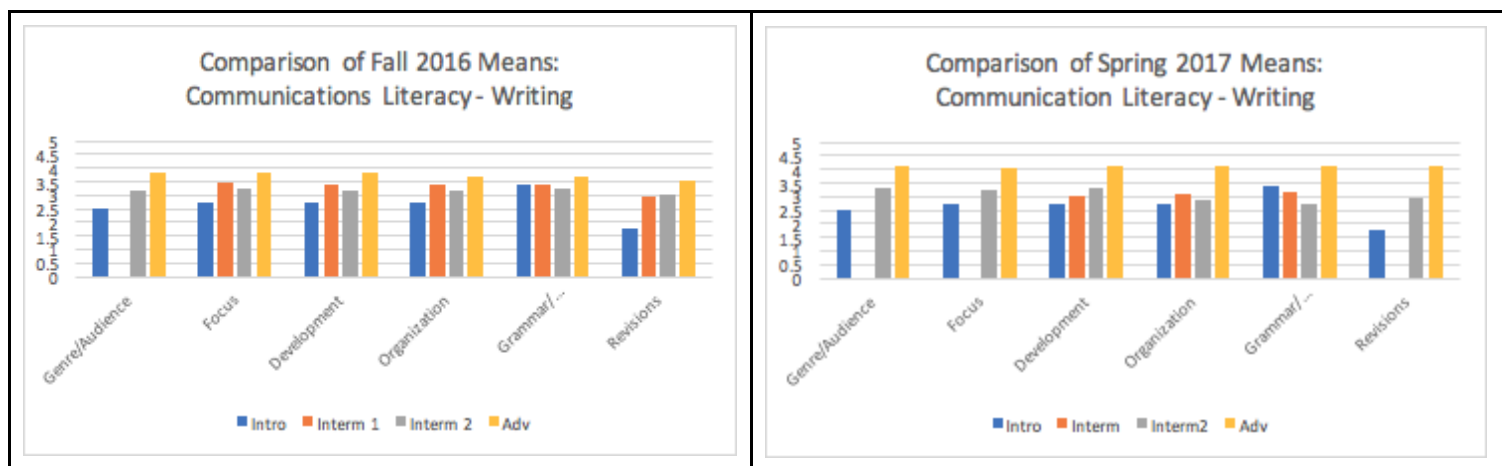
Semester(s): Spring 2017

	Intro	Interm	Interm2	Adv
Number of students:	170	264		469
Number of sections:	na	12	10	34
Courses assessed	All first year writing	ENG 2403	GE3000	Capstone

Mean Scores overall:

Category/ Criterion	Intro	Interm	Interm2	Adv
Genre/ Audience	2.5	-	3.30	4.10
Focus	2.7	-	3.26	4.08
Development	2.7	3.06	3.32	4.10
Organization	2.7	3.08	2.86	4.12
Grammar/ Mechanics	3.4	3.19	2.74	4.12
Revisions	1.8	-	2.95	4.12

*First Year Writing covers multiple courses, including Eng1030,1031/32, Eng1430



Discussion of Findings:

The results show the continued importance of GE 3000, as there are areas where the scores in this class are consistently lower than in the comparable classes.

Grammar and mechanics results are acceptable on all levels. In fact, the scores for grammar and mechanics indicates that faculty should expect students to be competent writers and work to use this strength to encourage the style and conventions within the disciplines. Faculty in higher level courses should incorporate models and lessons specific to disciplines within their courses.

The focus on critical thinking can strengthen student writing especially in the areas of focus and development. There are signs that students are capable of writing to the requirements set by the university though revisions, which is both a skill and habit, should receive continued support and focus throughout all courses in the university.

Curricular Actions/Closing the Loop:

While students show an increase in scores over the three levels, “revisions” remains the weakest aspect. On the beginning level, this has been addressed through a handbook for instructors and instructor training that emphasizes different ways of teaching revisions.

The results in “Intermediate 2”, GE 3000 are very encouraging. If students develop stronger revision skills and habits, their writing should improve overall.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 4: Communication Literacies- Speech

Communication Literacies- Speech- is assessed at 3 levels in the General Education program. Speech is assessed using the Kean University Speaker Evaluation rubric in Comm1402, a required General Education foundation course, in GE202x and at the capstone level.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students	515	373	226
Number of sections	31	26	-
Courses assessed	COMM 1402	GE 202x	Capstone

Mean Scores overall:

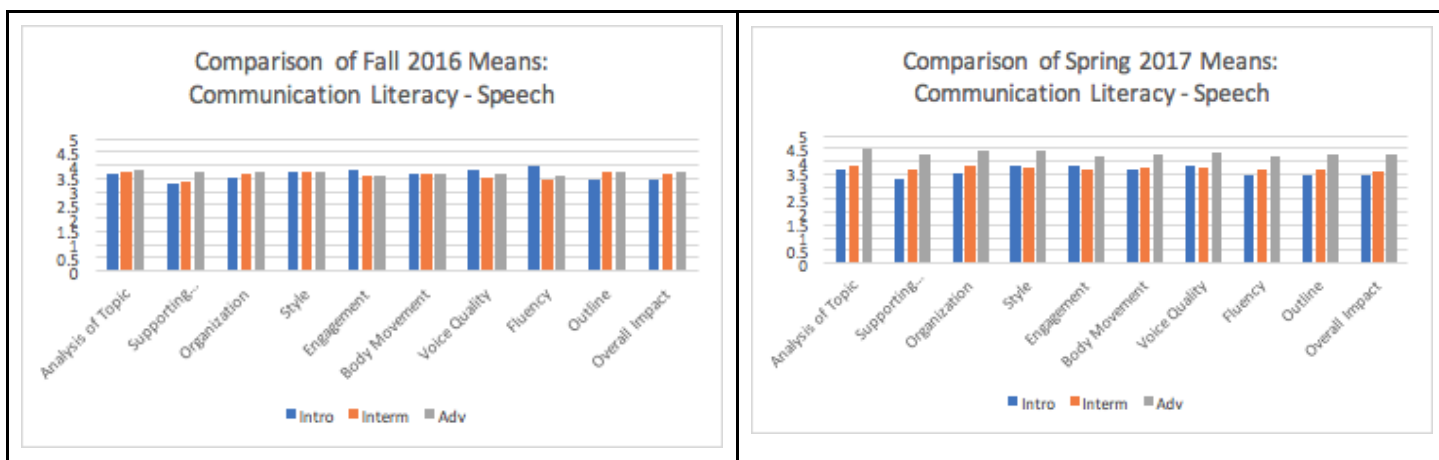
Category/Criterion	Intro	Interm	Adv
Analysis of Topic	3.69	3.73	3.81
Supporting Material	3.32	3.39	3.74
Organization	3.54	3.69	3.77
Style	3.78	3.75	3.77
Engagement	3.81	3.57	3.62
Body Movement	3.67	3.68	3.66
Voice Quality	3.82	3.55	3.69
Fluency	3.94	3.43	3.64
Outline	3.42	3.73	3.78
Overall Impact	3.49	3.67	3.75

Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students	441	570	394
Number of sections	31	33	26
Courses assessed	COMM 1402	GE202x	Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Analysis of Topic	3.69	3.84	4.46
Supporting Material	3.32	3.69	4.30
Organization	3.55	3.83	4.39
Style	3.79	3.73	4.39
Engagement	3.81	3.67	4.21
Body Movement	3.67	3.78	4.24
Voice Quality	3.82	3.78	4.33
Fluency	3.49	3.65	4.20
Outline	3.43	3.69	4.27
Overall Impact	3.49	3.61	4.26



Discussion of Findings:

The data from the spring 2017 semester is consistent with prior years of assessment however, the fall 2016 data does conform to the typical pattern. The spring data shows a consistent increase in most categories, with slight variation between the introductory and intermediate levels. This is most likely due to the fact that the introductory level course is immediately followed by the intermediate course for the majority of students.

The introductory level shows high scores in most areas which demonstrates the effectiveness of the course design. In Comm 1402, students give two speeches over the course of the semester. They receive feedback and have the chance to improve after the first speech. The very good results in this course show that this chance for improvement is very beneficial.

Curricular Actions/Closing the Loop:

Speech, like many skills, requires scaffolding and support throughout all courses that students take. A lack of scaffolding can explain the implementation dip that occurs when students leave a course that had high levels of explicit instruction. It is possible that professional development for faculty in this area will improve student success.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 5: Information and Technology Literacy

Information and Technology literacy- is assessed at 2 levels in the General Education program using a Kean University test. The test is administered to students in various 1000 level courses as well as in GE202x and GE3000.

DATA COLLECTION AND RESULTS

<p>Semester(s): <u>Fall 2016</u></p> <p>Number of students: 301 students ENG 103x: 80 students ENG 1430: 10 students GE 202x: 129 students GE 3000: 82 students</p> <p>Mean score by course:</p> <table border="1"> <tr> <td>ENG 103x</td><td>54.7</td></tr> <tr> <td>ENG 1430</td><td>50.3</td></tr> <tr> <td>GE 202x</td><td>57.7</td></tr> <tr> <td>GE 3000</td><td>60.2</td></tr> </table> <p>This data does not include Wenzhou students</p>	ENG 103x	54.7	ENG 1430	50.3	GE 202x	57.7	GE 3000	60.2	<p>Semester(s): <u>Spring 2017</u></p> <p>Number of students: 342 students ENG 103x: 43 students ENG 1430: 16 students GE 202x: 95 students GE 3000: 70 students</p> <p>Mean score by course:</p> <table border="1"> <tr> <td>ENG 103x</td><td>55.1</td></tr> <tr> <td>ENG 1430</td><td>42.7</td></tr> <tr> <td>GE 202x</td><td>58.7</td></tr> <tr> <td>GE 3000</td><td>60.1</td></tr> </table> <p>This data does not include Wenzhou students</p>	ENG 103x	55.1	ENG 1430	42.7	GE 202x	58.7	GE 3000	60.1
ENG 103x	54.7																
ENG 1430	50.3																
GE 202x	57.7																
GE 3000	60.2																
ENG 103x	55.1																
ENG 1430	42.7																
GE 202x	58.7																
GE 3000	60.1																

Discussion of Findings:

The expectation is for students on the introductory level to reach 50% correct answers and for students on the intermediate level to reach 60-75%.

The most interesting finding is the similarity in average scores recorded by GE 202x and GE 3000 students, it indicates that transfer students do not lack skills compared to our own students.

Students had the lowest percentage of correct answers in the category “Accesses Needed Information;” while all students in this sample had the highest percentage of correct answers in the category “Uses information in a responsible, ethical and legal manner.” This indicates that the ethical training in GE works in the application and that the NIH certificate prepares students well for the ethical questions of their research.

Curricular Actions/Closing the Loop:

It is important to continue the close cooperation between the library and GE courses in terms of Information Literacy. Students are doing well in most areas. As students need to develop more specific skills in “Accessing Information,” the more specific instruction in GE 202x has to be intensified.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 6: Active Citizenship

DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students:	1415		3
Number of sections:	61		1
Courses assessed	GE 1000		Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Diversity of Communities	1.52		4
Civic Identity	1.69		4
Civic Action	1.59		4
Civic Context/Structures	1.52		4

Discussion of Findings:

Active citizenship is an important part of Transition to Kean. This semester, only one capstone, with a low number of students collected data on active citizenship which makes it difficult to compare the two areas. First year students score the highest in the Civic Identity category (1.95) and lowest in . Students scored the lowest in the Civic context/Structures category, although these differences are small. Students are expected to score a 1 or 2 on the rubric at this level.

Curricular Actions/Closing the Loop:

Active Citizenship is a new student learning outcome. It takes time for it to be implemented across classes and levels. As it is an important part of the Kean mission statement, emphasis over the next year needs to be on broadening the application in teaching on all levels.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 7: Ethical Judgement and Integrity

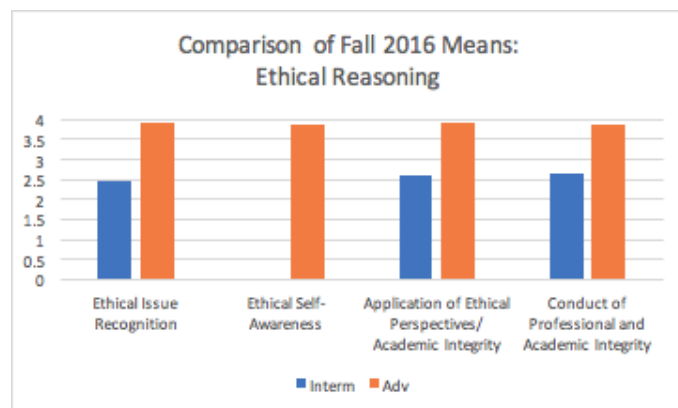
DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students:		97	26
Number of sections:		3	2
Courses assessed		GE 202x	Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Ethical Issue Recognition		2.46	3.92
Ethical Self-Awareness		-	3.85
Application of Ethical Perspectives/ Academic Integrity		2.59	3.92
Conduct of Professional and Academic Integrity		2.66	3.85

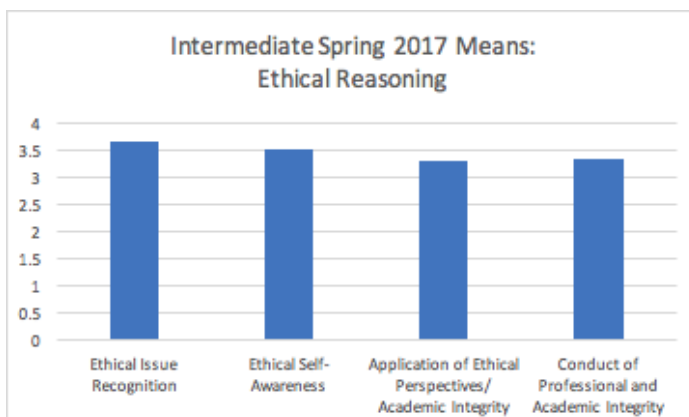


Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students:		137	
Number of sections:		9	
Courses assessed		GE 202x	

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Ethical Issue Recognition		3.64	
Ethical Self-Awareness		3.52	
Application of Ethical Perspectives/ Academic Integrity		3.31	
Conduct of Professional and Academic Integrity		3.34	



Discussion of Findings:

In GE202x, ethics is covered as a mandatory and important part of research. As such, there are strict rules that apply to working with human subjects and their information. During the fall semester, instructors in GE202x created a midpoint assignment which was designed to encourage students to think more deeply about their research projects and the potential ethical issues. This assignment was used by a number of instructors in the spring semester, which may have led to the higher scores comparatively.

Curricular Action/Closing the Loop:

Going forward, all instructors should review and consider use of a midpoint, ethics focused assignment.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 8: Diversity

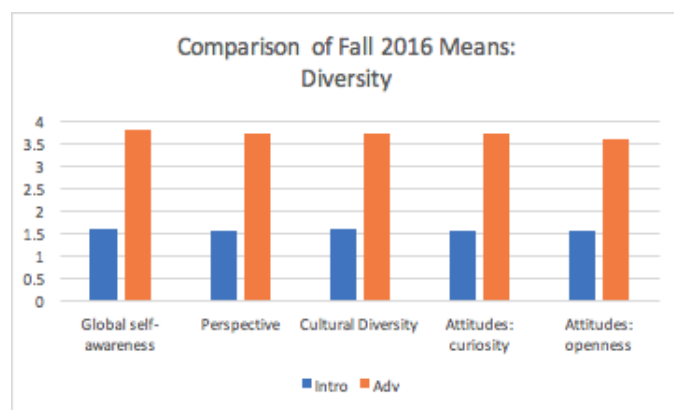
DATA COLLECTION AND RESULTS

Semester(s): Fall 2016

	Intro	Interm	Advd
Number of students	1421	-	56
Number of sections	61	-	4
Courses assessed	GE 1000	-	Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Global self-awareness	1.61	-	3.80
Perspective	1.55	-	3.73
Cultural Diversity	1.60	-	3.73
Attitudes: curiosity	1.54	-	3.73
Attitudes: openness	1.54	-	3.59

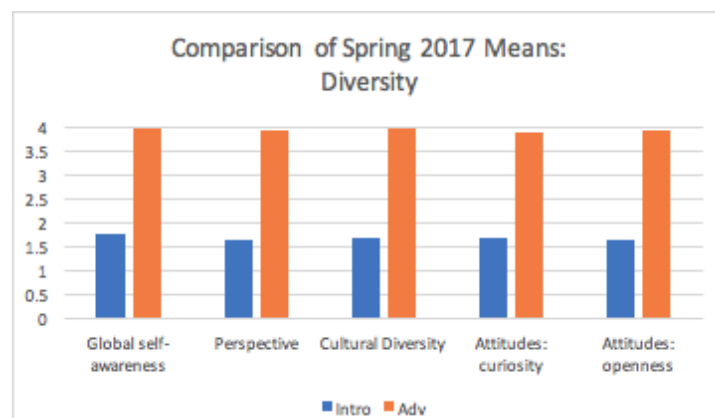


Semester(s): Spring 2017

	Intro	Interm	Advd
Number of students	208	-	33
Number of sections	8	-	2
Courses assessed	GE 1000	-	Capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Global self-awareness	1.77	-	3.97
Perspective	1.63	-	3.94
Cultural Diversity	1.69	-	3.97
Attitudes: curiosity	1.68	-	3.88
Attitudes: openness	1.64	-	3.94



Discussion of Findings:

On the introductory level, scores were consistent with expectations in GE 1000. On the capstone level, scores were as expected in the Fall and even higher in the spring, approaching the level of 4 almost across the board. The sample here was very small and thus it is impossible to draw strong conclusions from the data.

Curricular Actions/Closing the Loop:

Diversity is a crucial learning outcome for GE. It needs to be implemented in GE courses across the curriculum and assignments need to be developed in order to make sure students are achieving the desired outcomes.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Academic Program Assessment Report

COLLEGE: College of Liberal Arts

PROGRAM NAME: General Education

ACADEMIC YEAR: 2018-2019

PROGRAM STUDENT LEARNING OUTCOMES

SLO2: Critical Thinking

SLO3: Quantitative Literacy

DIRECT MEASURE: Critical Thinking

Critical Thinking, for Kean University, is defined as “the ability to utilize reflective analysis to draw informed conclusions.” This SLO is assessed using various work samples, including writings, presentations, and portfolios against the critical thinking rubric from the AAC&U. Student work is assessed at three levels.

Student learning was assessed in three levels in academic year 2018-19.

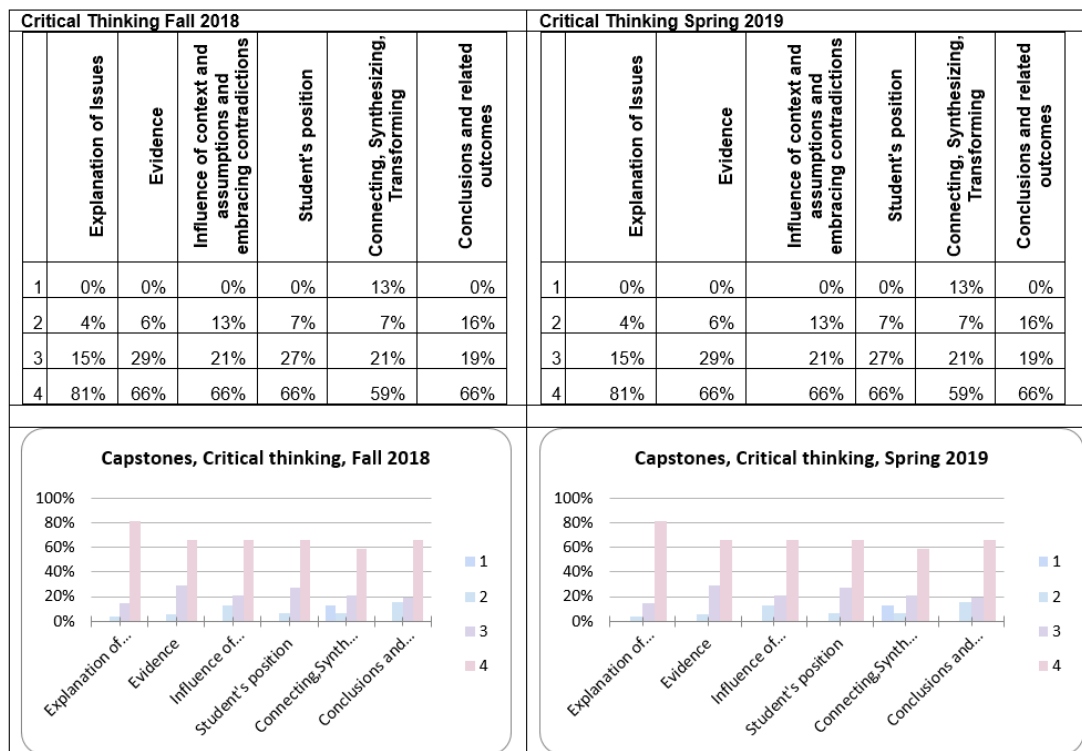
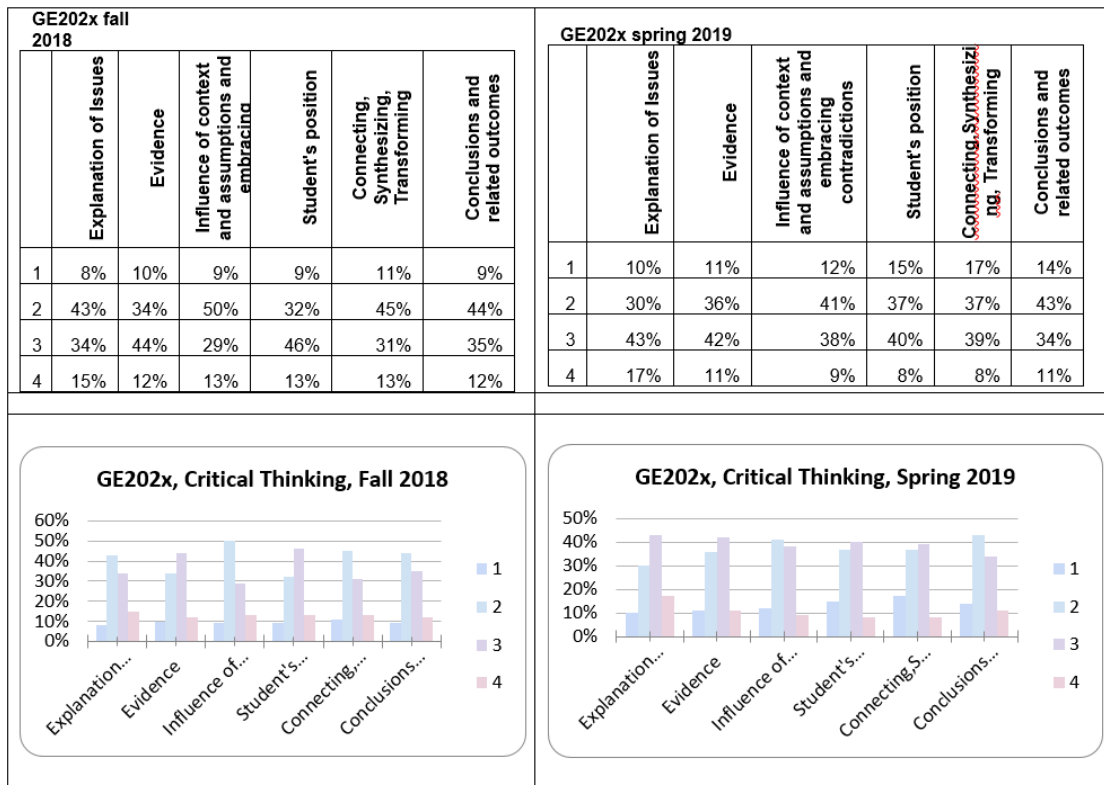
- **Introductory:** Each semester, faculty teaching introductory courses evaluate various work samples to assess student learning outcomes. The data for this academic year regarding Critical Thinking is based on data collected from multiple sections of Introduction to Sociology.
- **Intermediate:** Each semester, faculty teaching GE202x Research and Technology course, evaluate the final research paper for evidence of Critical Thinking. It is expected that approximately 80% of students in the intermediate level will reach a level two, but it may vary by discipline.
- **Capstone:** Each semester, faculty teaching capstones evaluate and score students in their own sections based upon their final projects which vary in format. It is expected that approximately 80% of capstone students will reach a level four, but it may vary by discipline.

Discussion of findings

Overall, students are meeting or exceeding expectations in most areas for Critical Thinking. The rubric category that requires the most attention in terms of improvement is that of synthesis. For an immediate focus, it may be recommended that a uniform definition of synthesis be agreed upon and that related instructional support be created in order to teach synthesis in a more consistent manner. For the next academic year, it is suggested that instruction, modeling, and feedback be utilized to generate awareness of the need to work with students regarding developing skills in targeted areas or rubric categories, such as synthesis. It may also be recommended that the General Education (GE) Program consider expanding courses from which level one data is collected. This may include courses beyond the GE foundation or include additional core courses. Additionally, we might consider moving GE202x to a level one course, based on the fact that it includes a broad range of new materials for students, rather than building strictly on level one foundational courses, as often is intended with a level two course.

To appropriately consider such steps, a renewed focus on GE Program assessment and its organizational strategies may be needed. This may include planning for things like rubric norming sessions in the Fall semester, as well as educating faculty, program coordinators for GE courses, and others about the GE program assessment processes and procedures. The GE Program also may want to convene a committee in conjunction with the GE Committee to consider building a model for SLO instruction and support through the entire curriculum. In order to effectively implement such steps, a deeper consideration of the role of the assessment coordinator for the GE program may be necessary. A more detailed job description may be developed to more clearly identify the scope and responsibilities of this role within the GE Program, and the University at large. Following from this, ultimately, may be the need to create a new position or to formally expand the role of the assessment coordinator for the GE Program. This would allow a new assessment coordinator the time and institutional backing to bring parties from all GE Program areas together to improve the organization and processes of assessment within the GE Program.

Distribution of Scores

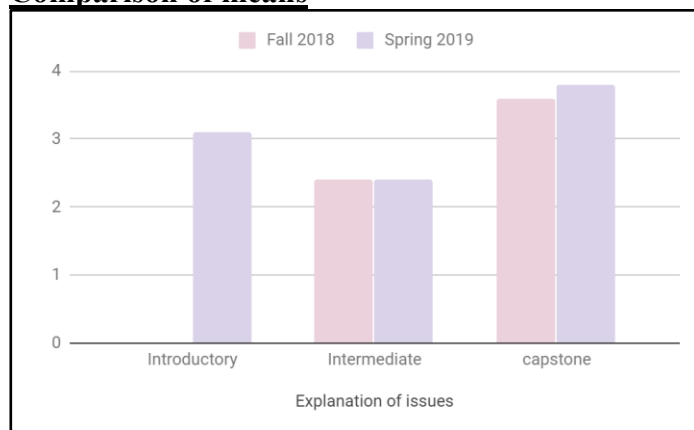


Dimension: Explanation of Issues

Mean scores by course level

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ #sections	Spring 2019 mean score
1000 level	Instructor Assessed		-	-	352/10 (spring and fall)	3.1 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.4	224/11	2.4
Capstone	Instructor Assessed		261	3.6	270	3.8

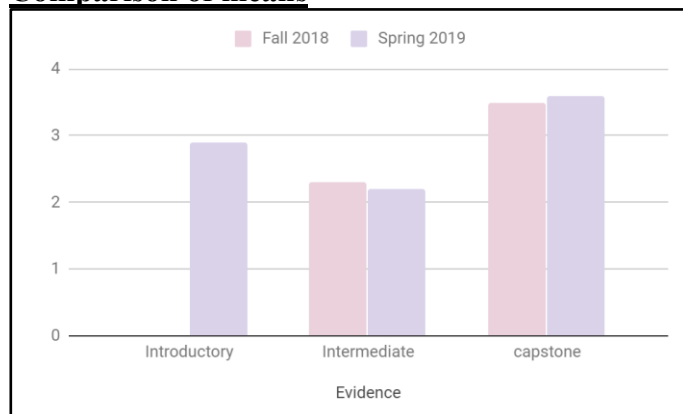
Comparison of means



Dimension: Evidence

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ #sections	Spring 2019 mean score
1000 level	Instructor Assessed		-	-	352/10 (spring and fall)	3.0 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.4	224/11	2.3
Capstone	Instructor Assessed		261	3.5	270	3.6

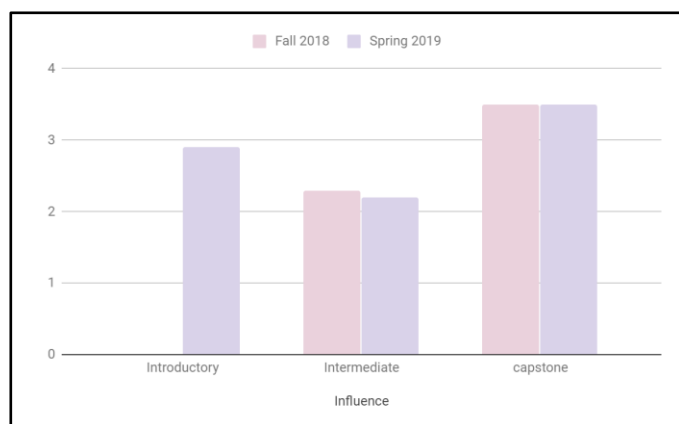
Comparison of means



Dimension: **Influence**

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ #sections	Spring 2019 mean score
Introductory	Instructor Assessed		-	-	352/10 (spring and fall)	2.9 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.3	224/11	2.2
Capstone	Instructor Assessed		261	3.5	270	3.5

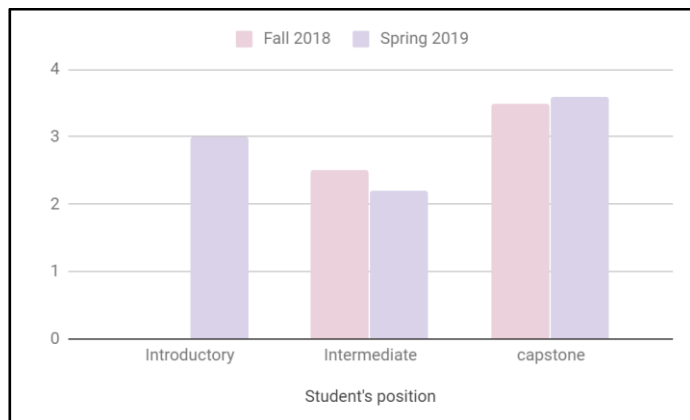
Comparison of means



Dimension: **Student's position**

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ #sections	Spring 2019 mean score
Introductory	Instructor Assessed		-	-	352/10 (spring and fall)	3.0 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.5	224/11	2.2
Capstone	Instructor Assessed		261	3.5	270	3.6

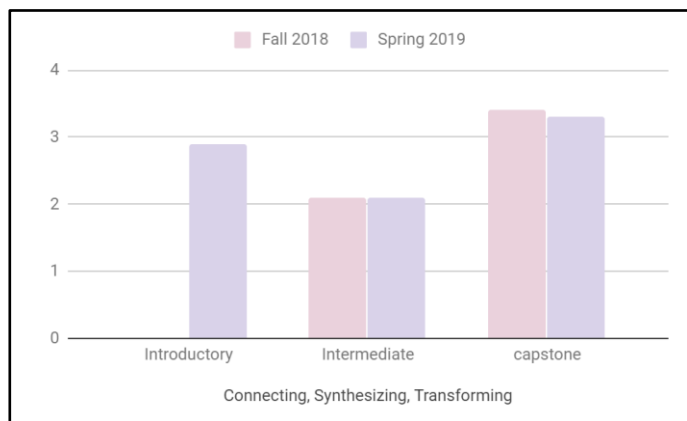
Comparison of means



Dimension: Connecting, Synthesizing, Transforming

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ #sections	Spring 2019 mean score
Introductory	Instructor Assessed		-	-	352/10 (spring and fall)	2.9 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.1	224/11	2.1
Capstone	Instructor Assessed		261	3.4	270	3.3

Comparison of means

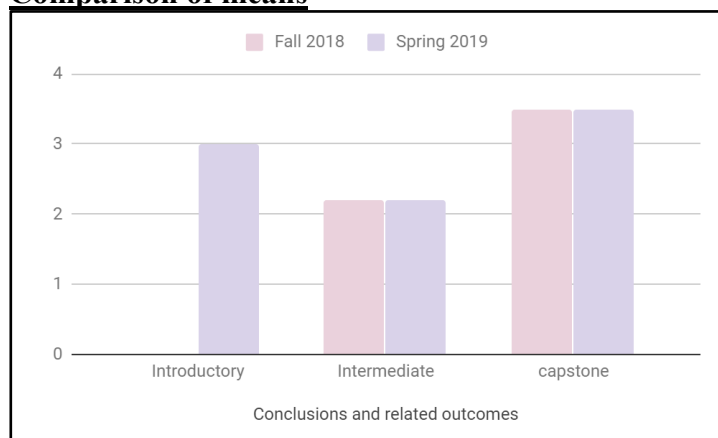


Dimension: Conclusions and related outcomes

Course	Method	Target score	Fall 2018 #students/ #sections	Fall 2018 mean score	Spring 2019 # students/ # sections	Spring 2019 mean score
Introductory	Instructor Assessed		-	-	352/10 (spring and fall)	3.0 (spring and fall)
Intermediate	Instructor Assessed		118/6	2.2	224/11	2.2

Capstone	Instructor Assessed		261	3.5	270	3.5
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Comparison of means



DIRECT MEASURE: Quantitative Literacy

Quantitative Literacy, for Kean University, is defined as “the ability to utilize numerical data accurately and effectively to address real world problems.” This SLO is assessed using various work samples, including writing, presentations, and portfolios against the Kean University quantitative literacy rubric. Student work is assessed at three levels.

Student learning was assessed in three levels in academic year 2018-19.

Introductory: Each semester, faculty teaching Math1010, Math1016, and Math1030 assess Quantitative Literacy using various work samples, including writings, presentations, and portfolios against the Kean University quantitative literacy rubric.

Intermediate: Each semester, faculty teaching GE202x (Research and Technology) evaluate and score students on their Quantitative Literacy using various work samples, including writings, presentations, and portfolios. The Kean University quantitative literacy rubric is the tool used to assess Quantitative Literacy in these courses. It was expected that the majority of students would score a three in all sections of the rubric.

Capstone: Each semester, faculty teaching capstones evaluate and score students in their own sections based on their final projects which vary in format. Students were expected to score a four or five in all areas of the rubric.

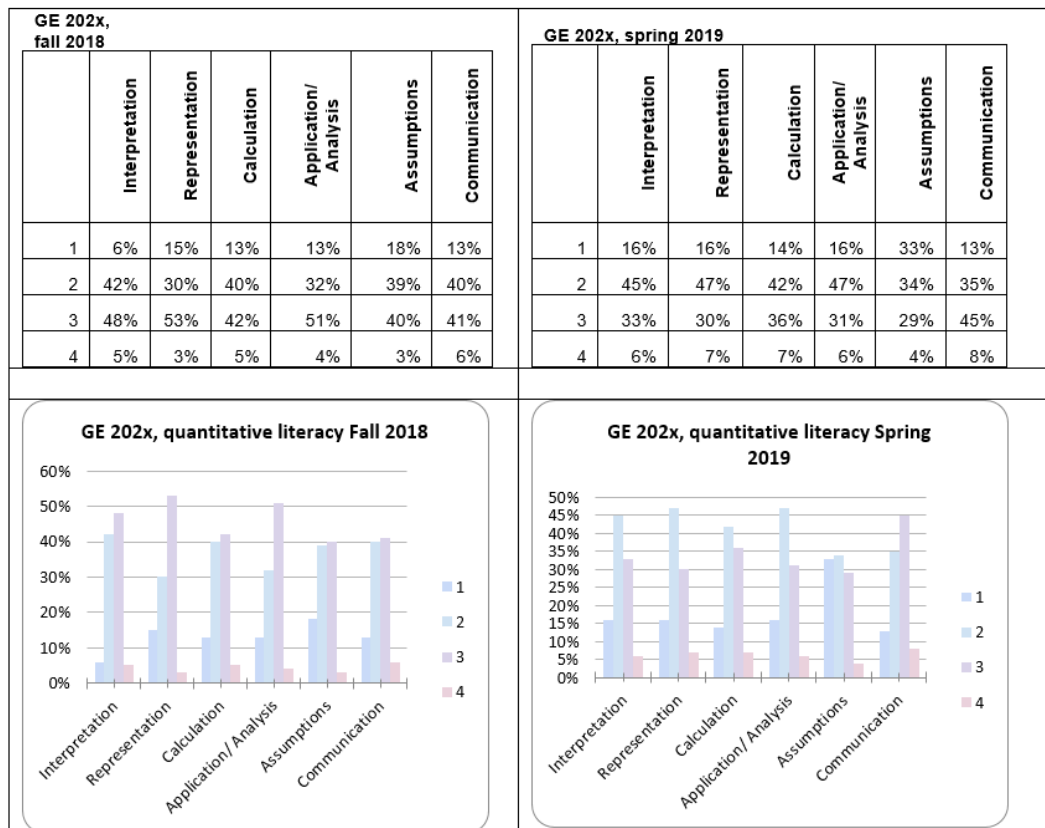
Discussion of findings

Quantitative Literacy, the ability to work with numbers to solve problems, is a core skill for college students and is handled in a variety of different courses at the introductory level. The assessment of Quantitative Literacy showed, overall, that students tended to meet or exceed the benchmark of scoring a two on the rubric in most categories. In general, in the assessment of those same categories in the intermediate course, the students' scores were consistent with the level one class, or their scores dropped. This suggests that the students were proficient in various categories associated with Quantitative Literacy when supported by the structure of a course focused on a Quantitative Literacy-related topic; however, once they needed to draw from Quantitative Literacy skills in a class where they also were expected to develop skills in other disciplines, such as in writing and research, they were not as adept in the area of Quantitative Literacy. It also is notable that students scored in the areas expected for the capstone courses. It appears that they acquired the appropriate skills in their discipline and improved from the intermediate level course. That said, it is possible that students have not taken their required math course when reaching GE202x.

To further develop the assessment of Quantitative Literacy, the GE Program may want to expand data collection to include math courses housed in the math department, and engage in a broader discussion with capstone instructors to understand what math skills are necessary for the capstone. Because there are different quantitative skills in use in each discipline, a larger conversation may be useful in setting expectations for what all graduates should be doing, versus what each discipline expects. It may also be worth considering the use of a vetted, externally written tool, such as a test, at the first-year and capstone levels to have a clearer sense of how students are doing in general math (versus discipline-specific math). This data could be compared to instructor-collected, rubric-based data or course-embedded tests.

Since the data is fairly consistent, it may also be recommended that math instructors from all GE math courses (in general education and in the math department) be brought together for discussion about a focus area. This discussion could use the rubric as a focus, have each course define what the dimension would look at in the course, and set expectations. This conversation may then be used to set priorities in terms of new materials or teaching methods that could be incorporated to strengthen student learning. The implementation of these suggestions may require developing a new position within the GE Program, or more clearly defining the roles and responsibilities of the assessment coordinator for GE Program courses. A more clearly defined set of responsibilities articulated through a more detailed job description would be a first step toward bringing renewed attention to the practices and procedures related to data collection and assessment for courses in all GE Program areas, in addition to the area of Quantitative Literacy. A newly created or newly defined position may require additional course release time for the faculty assessment coordinator to facilitate the process of bring parties from all GE Program areas together to improve practices related to data collection and analysis. This may include planning for things like rubric norming sessions in the Fall semester, as well as educating faculty, program coordinators for GE courses, and others about the GE program assessment processes and procedures.

Distribution of Scores

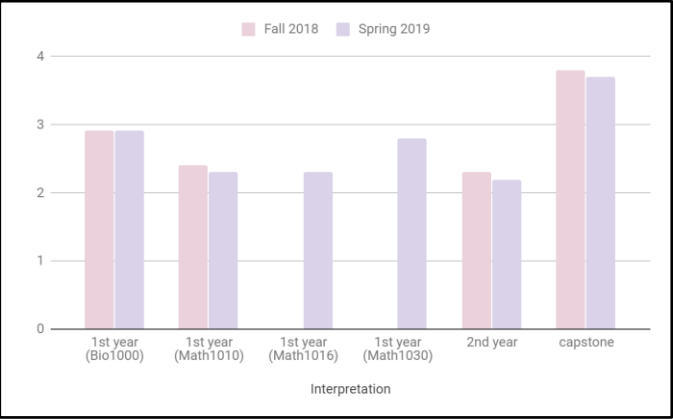




Dimension: Interpretation

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean score	Spring 2019 # students/ # sections	Spring 2019 mean score
BIO 1000	Instructor Assessed	1	271/13	2.9	291/13	2.9
MATH 1010	Instructor Assessed	1 or 2	176/11	2.4	165/09	2.3 (spring and fall)
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.3 (spring and fall)
MATH1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.8 (spring and fall)
2000 level	Instructor Assessed		225/11	2.3	380/14	2.2
Capstone	Instructor Assessed		142/11	3.8	145/8	3.7

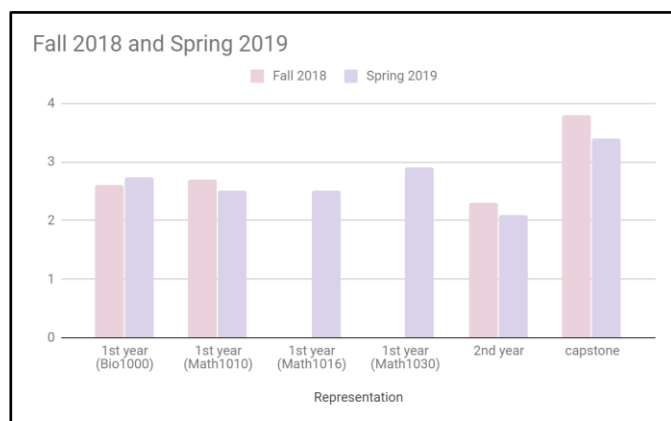
Comparison of means



Dimension: Representation

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean score	Spring2019 # students/ # sections	Spring 2019 mean score
BIO 1000	Instructor Assessed	1	271/13	2.6	291/13	2.7
MATH 1010	Instructor Assessed	1 or 2	176/11	2.7	165/09	2.5
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.5 (spring and fall)
MATH1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.9
2000 level	Instructor Assessed		225/11	2.3	380/14	2.1
Capstone	Instructor Assessed		142/11	3.8	145/8	3.4

Comparison of means

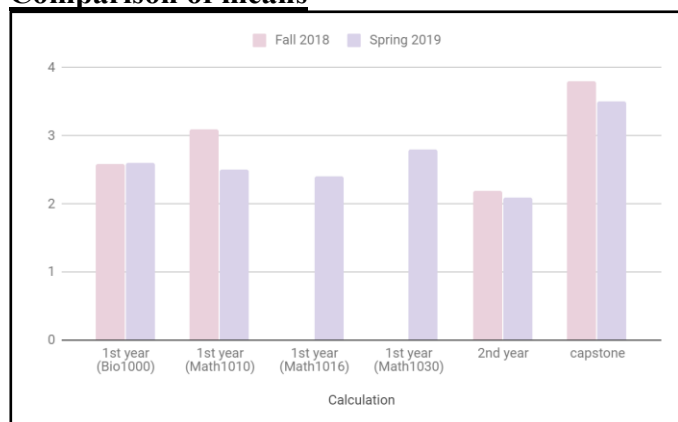


Dimension: Calculation

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean scores	Spring 2019 # students/ # sections	Spring 2019 mean scores
BIO 1000	Instructor Assessed	1	271/13	2.6	291/13	2.6
MATH 1010	Instructor Assessed	1 or 2	176/11	3.1	165/09	2.5
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.4 (spring and fall)
MATH1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.8

Intermediate	Instructor Assessed		225/11	2.2	380/14	2.1
Capstone	Instructor Assessed		142/11	3.8	145/8	3.5

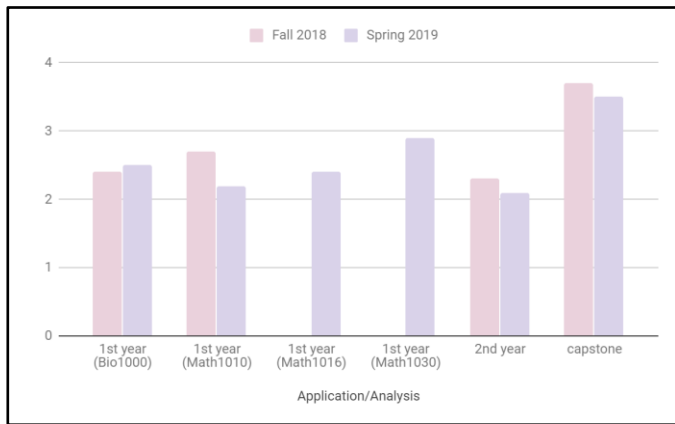
Comparison of means



Dimension: Application/Analysis

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean scores	Spring 2019 # students/ # sections	Spring 2019 mean scores
BIO 1000	Instructor Assessed	1	271/13	2.43	291/13	2.45
MATH 1010	Instructor Assessed	1 or 2	176/11	2.7	165/09	2.2
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.4 (spring and fall)
MATH1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.9 (spring and fall)
Intermediate	Instructor Assessed		225/11	2.3	380/14	2.1
Capstone	Instructor Assessed		142/11	3.7	145/8	3.5

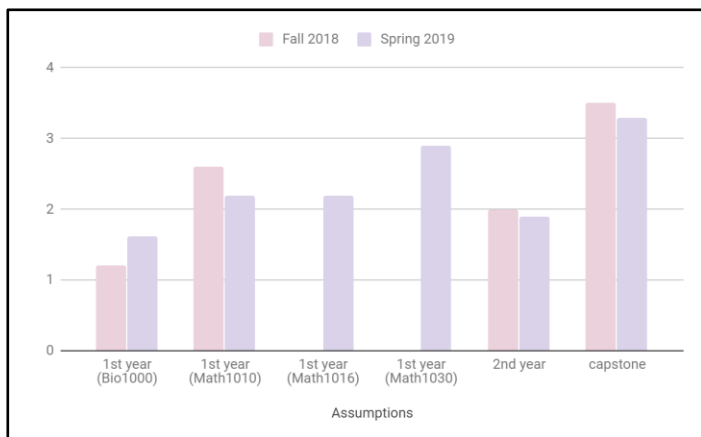
Comparison of means



Dimension: Assumptions

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean scores	Spring 2019 # students/ # sections	Spring 2019 mean scores
BIO 1000	Instructor Assessed	1	271/13	1.21	291/13	1.62
MATH 1010	Instructor Assessed	1 or 2	176/11	2.6	165/09	2.2
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.2 (spring and fall)
MATH 1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.9 (spring and fall)
Intermediate	Instructor Assessed		225/11	2.0	380/14	1.9
Capstone	Instructor Assessed		142/11	3.5	145/8	3.3

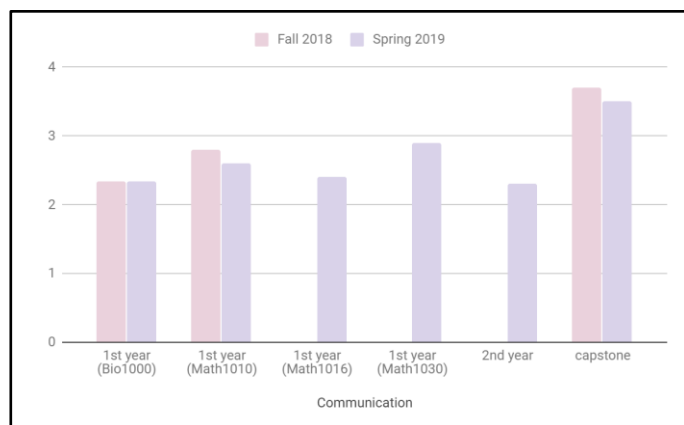
Comparison of means



Dimension: Communication

Course	Method	Target score	Fall 2018 # students/ # sections	Fall 2018 mean scores	Spring 2019 # student/ # sections	Spring 2019 mean scores
BIO 1000	Instructor Assessed	1	271/13	2.34	291/13	2.34
MATH 1010	Instructor Assessed	1 or 2	176/11	2.8	165/09	2.6
MATH 1016	Instructor Assessed	2 or above	-	-	499/22 (spring and fall)	2.4 (spring and fall)
MATH 1030	Instructor Assessed	2 or 3	-	-	48/2 (spring and fall)	2.9 (spring and fall)
Intermediate	Instructor Assessed		225/11	2.2	380/14	2.3
Capstone	Instructor Assessed		142/11	3.7	145/8	3.5

Comparison of means



Academic Program Assessment Report

COLLEGE: College of Liberal Arts

PROGRAM NAME: General Education

ACADEMIC YEAR: 2019-2020

REPORT AUTHOR: Dr. Bridget Chapman, Dr. Susan Ahern

PROGRAM STUDENT LEARNING OUTCOMES

SLO1: Transdisciplinarity

SLO7: Ethical Judgment and Integrity

DIRECT MEASURE: TRANSDISCIPLINARITY

Transdisciplinarity, for Kean University, is defined as “the ability to integrate knowledge and methods from different fields to address historical or contemporary questions.” Student work was assessed at two levels (introductory and capstone) in the General Education Program using the GE approved rubric.

The categories on the Transdisciplinarity Rubric are as follows:

- Curiosity
- Integration of Prior Learning
- Connections to Discipline
- Applying Methods and Knowledge
- Embracing Contradictions
- Taking Risks

Each category as indicated on the Rubric has been assigned scores of 1-4:

- Score 1(Benchmark Level)
- Score 2(Milestone Level)
- Score 3(Milestone Level)
- Score 4(Capstone Level)

TRANSDISCIPLINARITY

Student learning was assessed on two levels in the academic year 2019-2020.

- **Introductory:** Each semester, faculty teaching introductory courses evaluate various work samples to assess student learning outcomes. The data for this academic year regarding Transdisciplinarity is based on data collected from multiple sections of FA 1000 Introduction to Art and SOC 1000 Introduction to Sociology.
- **Capstone:** Each semester, faculty teaching capstones evaluate and score students in their own sections based upon their final projects, which vary in format. It is expected that approximately 80% of capstone students will reach a level four, but it may vary by discipline.

Discussion of findings:

For the introductory courses assessed (Introduction to Art and Introduction to Sociology) scores fell in the range of three or four in all rubric areas. This is notable given that, for beginner-level courses, student work is expected to be assessed in the range of one or two, with level three being the exception rather than the anticipated outcome. These results may be due to the fact that these introductory level courses can be taken by students at any point in the curriculum for most majors. As such, although these are entry-level courses, they may be enrolled by second-, third- or fourth-year students in addition to first-year students.

The results of the assessment of the Capstone level courses show a decline in mean scores from the Fall 2019 to the Spring 2020 semester, in the areas of Curiosity, Connections to Discipline, Applying Methods and Knowledge, Embracing Contradictions, and Taking Risks.

FALL 2019							SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks		Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
Mean	3.723404	3.492593	3.672065	3.668016	3.637131	3.506329	Mean	3.488372	3.5053	3.484496	3.445736	3.356589	3.323651

This decline in scores may be attributed to the transition to remote instruction during the Spring 2020 Semester. Due to the COVID-19 Pandemic, all Kean University campuses were required to close and all academic courses were conducted remotely using online instruction. The challenges brought on by the unprecedented pandemic had an impact on both students and faculty. In the Fall of 2020, all courses will be conducted using the common platform, Blackboard, that will allow for a consistent mode of delivery for all instruction.

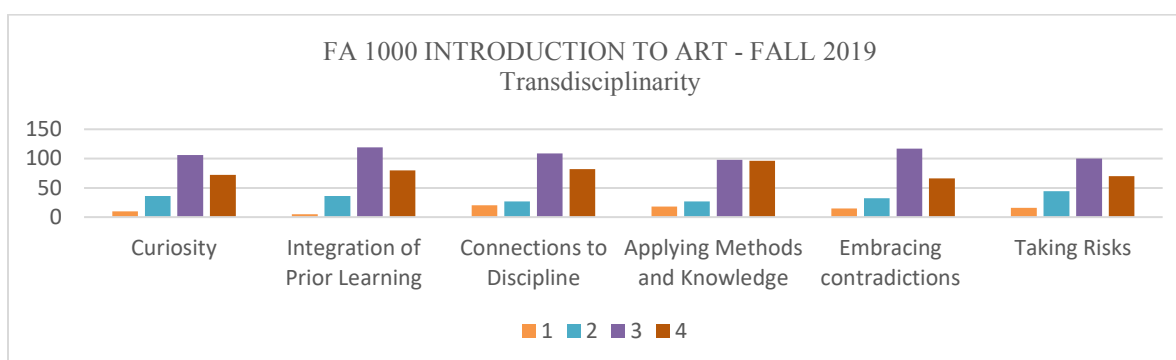
It also is possible that the findings discussed above about the introductory and capstone levels are due to different approaches to the rubric and understandings of the rubric categories across departments or among faculty in a given program. With that possibility in mind, at the beginning of the next academic year, the General Education Program will offer assessment workshops to the different academic programs. These workshops will include rubric norming and have a focus on the identification and consistency of work samples, as well as provide instruction and best practices for data collection and reporting. It is the goal of these workshops to address potential inconsistencies in the data collection and reporting by the different academic programs. In addition to these workshops, training videos will be utilized to provide a resource for all full-time and adjunct faculty that will ensure they have the necessary support and guidance to complete the assessment process. The General Education Program will continue to work with the program coordinators for GE courses and others to streamline the GE program assessment processes and procedures. The GE Program will also work in conjunction with the GE Curriculum Committee to consider building a model for SLO instruction and support through the entire curriculum.

As a Student Learning Outcome, Transdisciplinarity serves as a foundational concept in General Education. In Spring 2015, new General Education Student Learning Outcomes were approved. Over the last five years, the GE Program has continued with the assessment of the new General Education Student Learning Outcomes, including implementing curricular changes and other improvements recommended as a result of its assessment findings. As part of these changes, in the Fall 2020 semester, a new First-Year Seminar (FYS) course will be offered to incoming freshmen as a pilot program. This course, developed from the existing course, Critical

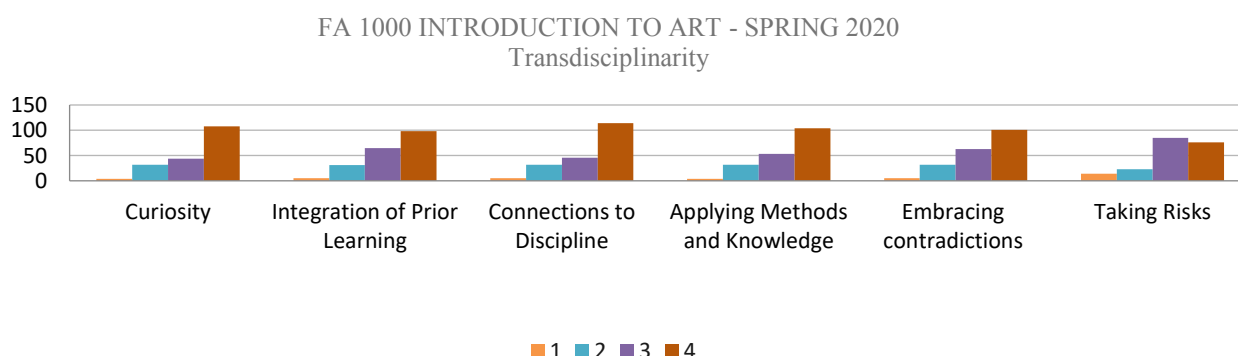
Reading and Community (ID 1500), will have a particular focus on interdisciplinary inquiry and critical reading. The FYS combines two or more academic disciplines around a central theme or “big question.” The implementation of this curricular change is part of the process of improving the General Education Program based on the assessment findings, and the FYS is a course which will be offered widely and assess the SLO Transdisciplinarity at the introductory level. The pilot program in Fall 2020 will use the signature assignment model and for assessing this SLO.

DISTRIBUTION OF SCORES:

FA 1000 INTRODUCTION TO ART - FALL 2019						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	4%	2%	8%	8%	7%	7%
2	16%	15%	11%	11%	14%	19%
3	47%	50%	46%	41%	51%	43%
4	32%	33%	34%	40%	29%	30%
Total	100%	100%	100%	100%	100%	100%



FA 1000 INTRODUCTION TO ART - SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	2%	3%	3%	2%	2%	7%
2	17%	16%	16%	17%	16%	12%
3	23%	33%	23%	27%	31%	43%
4	57%	49%	58%	54%	50%	38%
Total	100%	100%	100%	100%	100%	100%



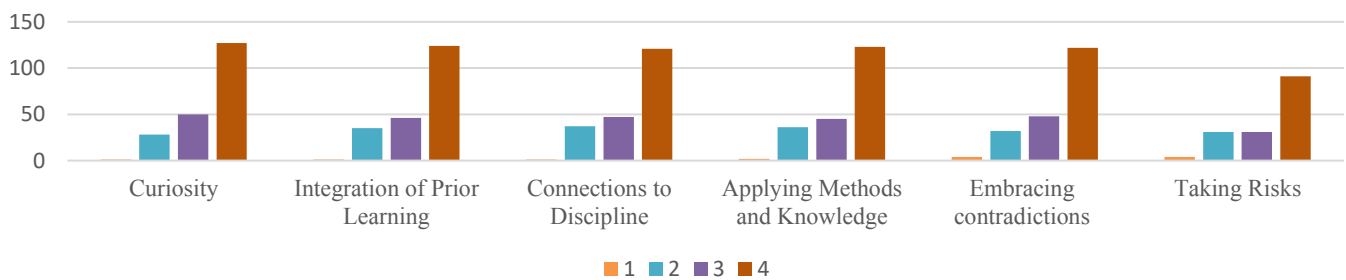
SOC 1000 INTRODUCTION TO SOCIOLOGY - FALL 2019

NO DATA COLLECTED

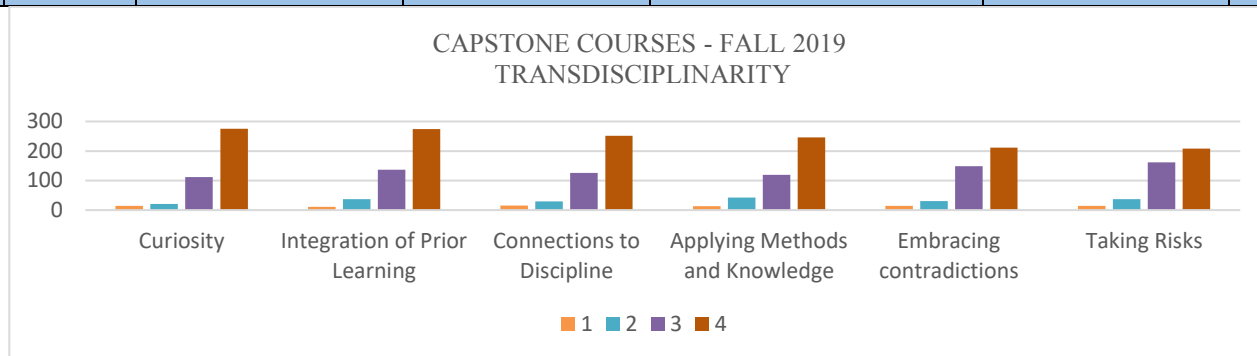
SOC 1000 INTRODUCTION TO SOCIOLOGY - SPRING 2020

	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1.00	0%	0%	0%	1%	2%	3%
2.00	14%	17%	18%	17%	16%	20%
3.00	24%	22%	23%	22%	23%	20%
4.00	62%	60%	59%	60%	59%	58%
Total	100%	100%	100%	100%	100%	100%

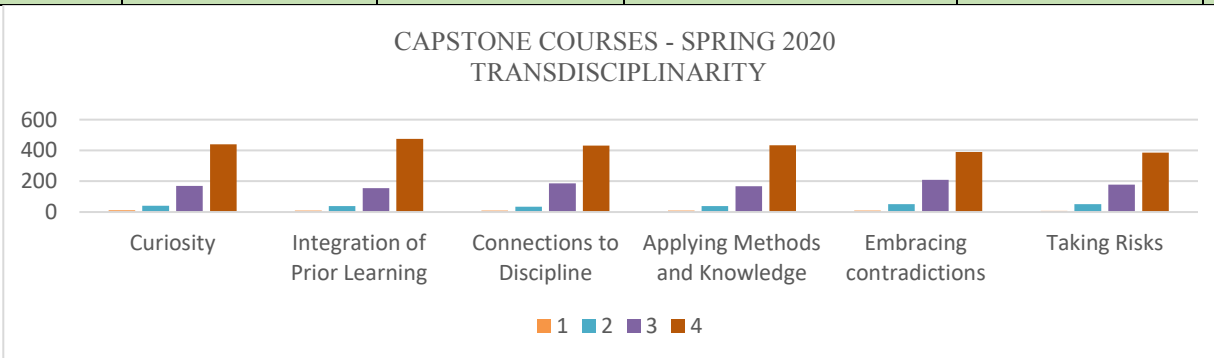
SOC 100 INTRODUCTION TO SOCIOLOGY - SPRING 2020 TRANSDISCIPLINARITY



CAPSTONE COURSES - FALL 2019						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	3%	2%	4%	3%	3%	3%
2	5%	8%	7%	10%	8%	9%
3	27%	30%	30%	28%	37%	38%
4	65%	60%	60%	58%	52%	49%
Total	100%	100%	100%	100%	100%	100%



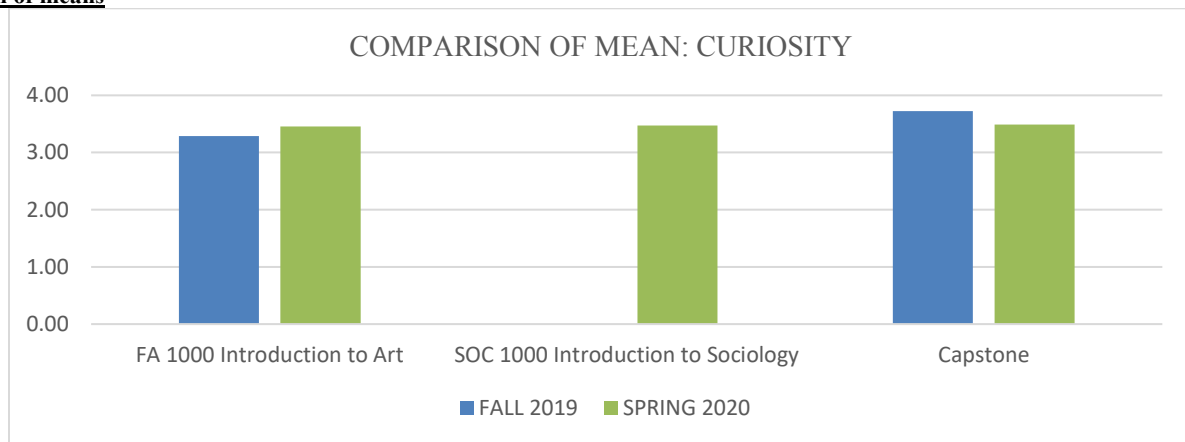
CAPSTONE COURSES - SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1.00	2%	1%	1%	2%	2%	1%
2.00	6%	6%	5%	6%	8%	8%
3.00	26%	23%	28%	26%	32%	29%
4.00	66%	70%	65%	67%	59%	62%
Total	100%	100%	100%	100%	100%	100%



Dimension: CURIOSITY

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.29	201 students 14 sections	3.46
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.47
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.72	724 students 43 sections	3.49

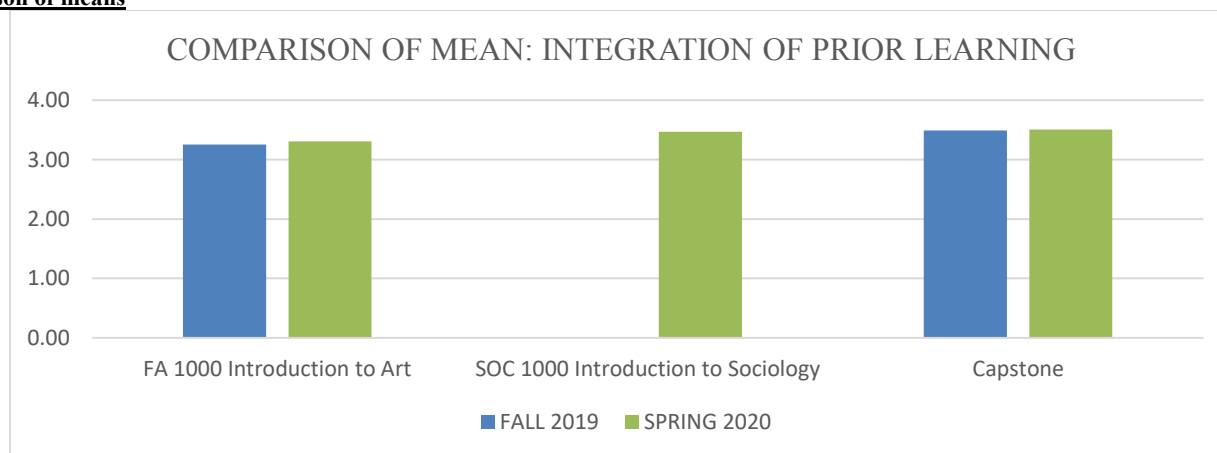
Comparison of means



Dimension: INTEGRATION OF PRIOR LEARNING

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.25	201 students 14 sections	3.31
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.47
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.49	724 students 43 sections	3.51

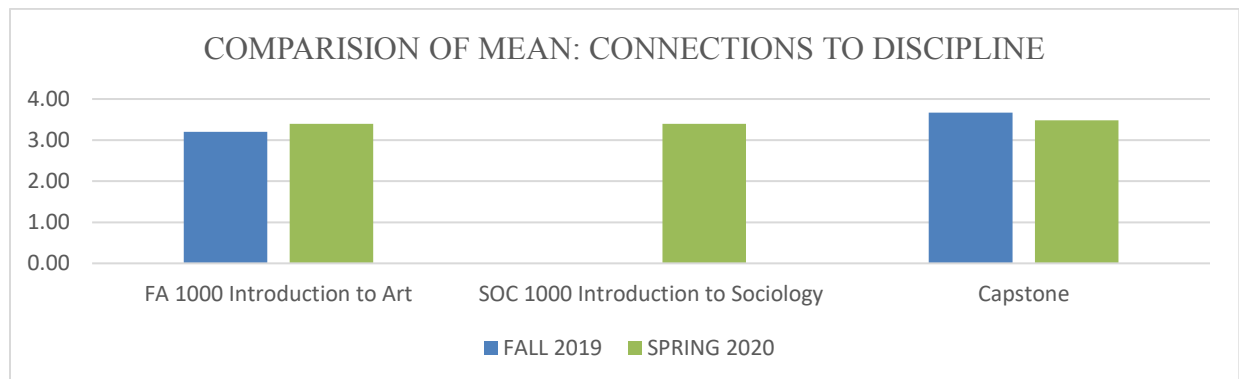
Comparison of means



Dimension: CONNECTIONS TO DISCIPLINE

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.20	201 students 14 sections	3.39
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.67	724 students 43 sections	3.48

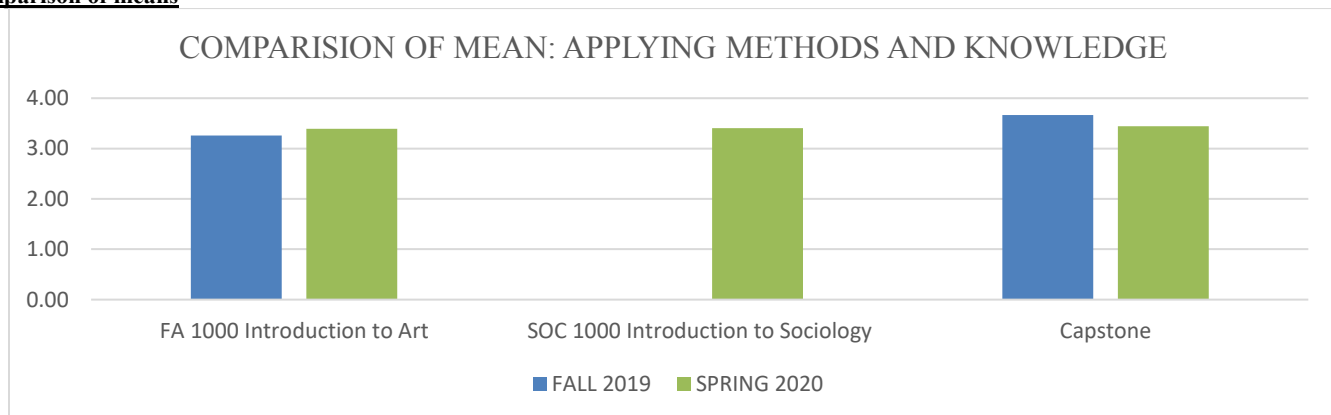
Comparison of means



Dimension: APPLYING METHODS AND KNOWLEDGE

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.26	201 students 14 sections	3.39
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.67	724 students 43 sections	3.45

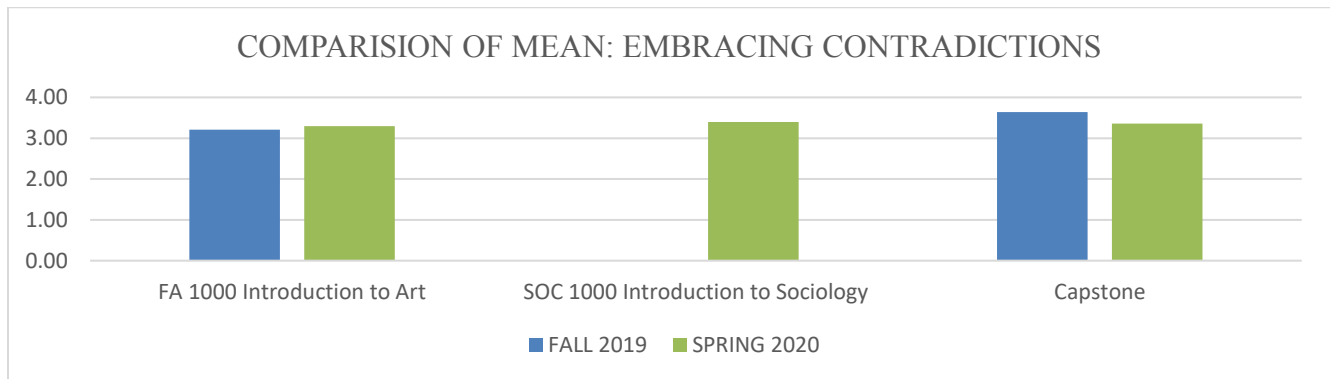
Comparison of means



Dimension: EMBRACING CONTRADICTIONS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.21	201 students 14 sections	3.30
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.64	724 students 43 sections	3.36

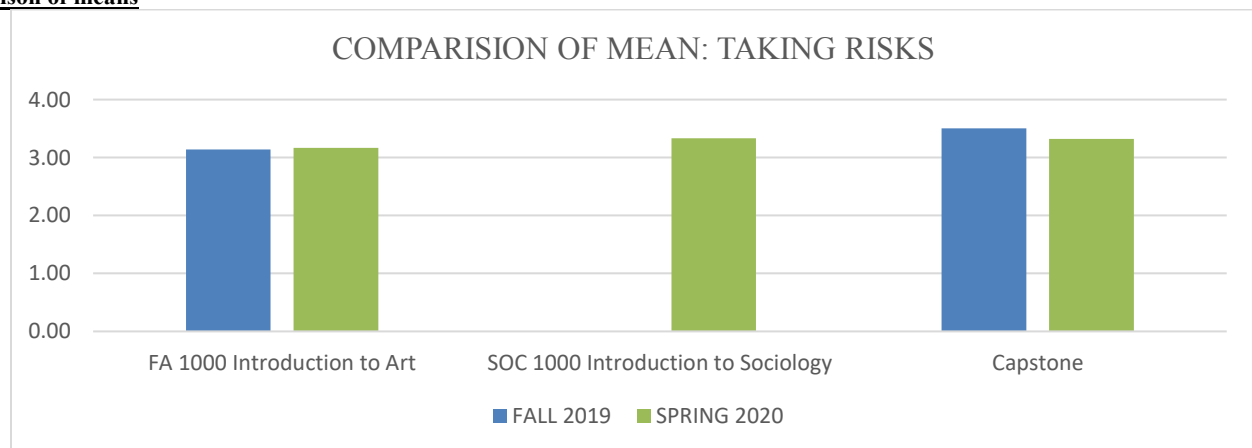
Comparison of means



Dimension: TAKING RISKS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
FA 1000 Introduction to Art	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.14	201 students 14 sections	3.17
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.33
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.51	724 students 43 sections	3.32

Comparison of means



DIRECT MEASURE: ETHICAL JUDGMENT AND INTEGRITY

Ethical Judgment and Integrity, for Kean University, is defined as “the ability to draw reasonable conclusions from ethical questions to guide personal conduct.” Student work was assessed at three levels (introductory, intermediate and capstone) in the General Education Program using the GE approved rubric.

The categories on the Ethical Judgment and Integrity Rubric are as follows:

- Ethical Issue Recognition
- Understanding Different Ethical Perspectives/Concepts
- Ethical Self-Awareness
- Evaluation of Different Ethical Perspectives/Concepts
- Application of Ethical Perspectives/Concepts
- Conduct of Professional and Academic Integrity

Each category as indicated on the Rubric has been assigned scores of 1-4:

- Score 1(Benchmark Level)
- Score 2(Milestone Level)
- Score 3(Milestone Level)
- Score 4(Capstone Level)

ETHICAL JUDGMENT AND INTEGRITY

Student learning was assessed on three levels in the academic year 2019-2020

Introductory: Each semester, faculty teaching introductory courses evaluate various work samples to assess student learning outcomes. The data for this academic year regarding Ethical Judgment and Integrity is based on data collected from multiple sections of SOC 1000 Introduction to Sociology.

Intermediate: The intermediate level data for this academic year regarding Ethical Judgment and Integrity is based on data collected from multiple sections of GE 202X Research and Technology. Faculty teaching GE202x Research and Technology course, use one work sample assignment and various case studies to evaluate for evidence of Ethical Judgment and Integrity.

Capstone: Each semester, faculty teaching capstones evaluate and score students in their own sections based upon their final projects, which vary in format. It is expected that approximately 80% of capstone students will reach a level four, but it may vary by discipline.

Discussion of findings:

The results of the assessment of the Capstone level courses show that in each of the categories, 80% of the capstone students did not reach a level four as was expected.

CAPSTONE COURSES FALL 2019							CAPSTONE COURSES SPRING 2020						
	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self- Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity		Ethical Issue Recognition	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self- Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts
1	1%	1%	3%	2%	3%	8%	1	0%	1%	0%	1%	1%	4%
2	4%	6%	4%	6%	4%	6%	2	12%	9%	10%	9%	9%	4%
3	23%	35%	25%	26%	28%	16%	3	21%	26%	27%	25%	27%	15%
4	72%	57%	68%	67%	65%	69%	4	67%	64%	63%	65%	64%	77%
Total	100%	100%	100%	100%	100%	100%	Total	100%	100%	100%	100%	100%	100%

Assessing Ethical Judgment and Integrity at the Capstone level allows students to exhibit attainment of the cognitive goals of the GE Program, the mastery of the skills developed throughout the GE Program, and demonstrate that they can apply knowledge to the achievement of tasks and the solution of problems. To address this area of concern it is recommended that instructors continuously encourage ongoing discussions with students on the understanding, evaluation and application of ethical perspectives/concepts. In addition, students should be engaging in identifying their own ethical self-awareness and have a better understanding of the conduct of professional and academic integrity.

Additionally, the results demonstrate that the scores for the introductory-level course are higher than the scores for the intermediate-level course. This may be attributed to the turnover of faculty teaching these courses (that is, new instructors or adjuncts who may not have much experience with assessment or the General Education rubrics) or, as suggested above regarding a different SLO, different approaches to various rubric categories among instructors or across programs. In response to this, the School of General Studies will work with the academic program coordinators to conduct rubric norming sessions to encourage alignment between current course expectations or assignments and General Education Student Learning Outcomes assessment tools. This should be very useful to all full-time faculty and adjunct instructors in order to adhere to course standards. There also will be a model provided of a signature assignment used in GE202X for the assessment of this Student Learning Outcome to demonstrate the way collaborative assignment creation among faculty can act as an important complement to rubric norming for assessing student learning in Ethical Judgment and Integrity and in other learning outcomes.

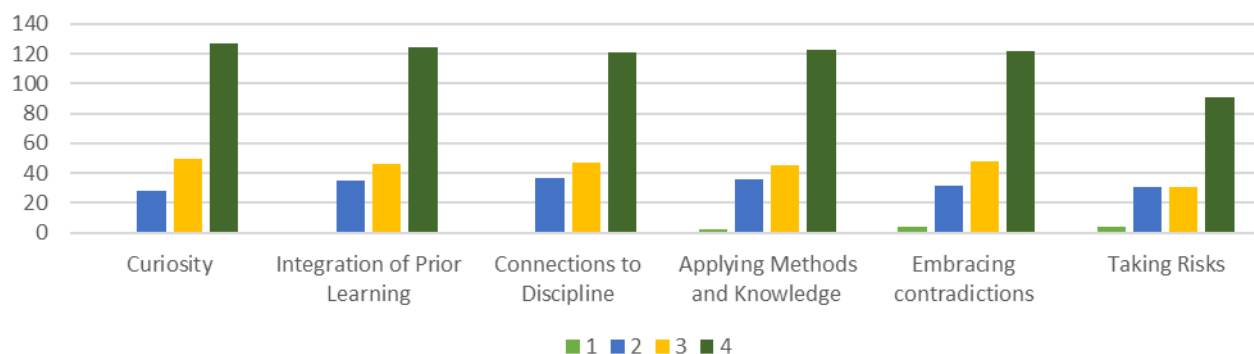
SOC 1000 INTRODUCTION TO SOCIOLOGY - FALL 2019

NO DATA COLLECTED

SOC 1000 INTRODUCTION TO SOCIOLOGY - SPRING 2020

	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives/Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1.00	0%	0%	0%	0%	0%	0%
2.00	6%	8%	12%	11%	11%	7%
3.00	28%	25%	24%	23%	24%	27%
4.00	66%	66%	64%	66%	64%	66%
Total	100%	100%	100%	100%	100%	100%

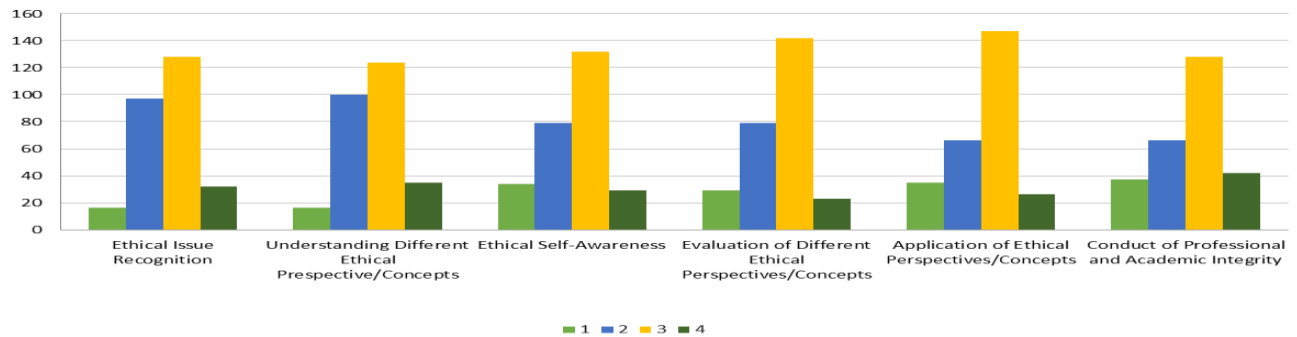
SOC 100 INTRODUCTION TO SOCIOLOGY - SPRING 2020 TRANSDISCIPLINARITY



GE 202X RESEARCH & TECHNOLOGY - FALL 2019

	Ethical Issue Recognition	Understanding Different Ethical Perspectives/Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives/Concepts	Application of Ethical Perspectives/Concepts	Conduct of Professional and Academic Integrity
1	6%	6%	12%	11%	13%	14%
2	36%	36%	29%	29%	24%	24%
3	47%	45%	48%	52%	54%	47%
4	12%	13%	11%	8%	9%	15%
Total	100%	100%	100%	100%	100%	100%

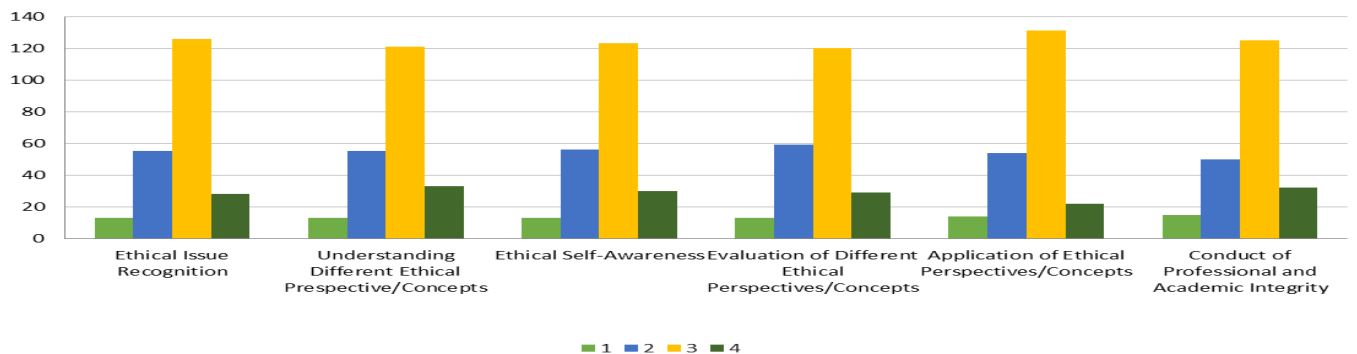
GE 202X RESEARCH & TECHNOLOGY - FALL 2019
ETHICAL JUDGEMENT & INTEGRITY



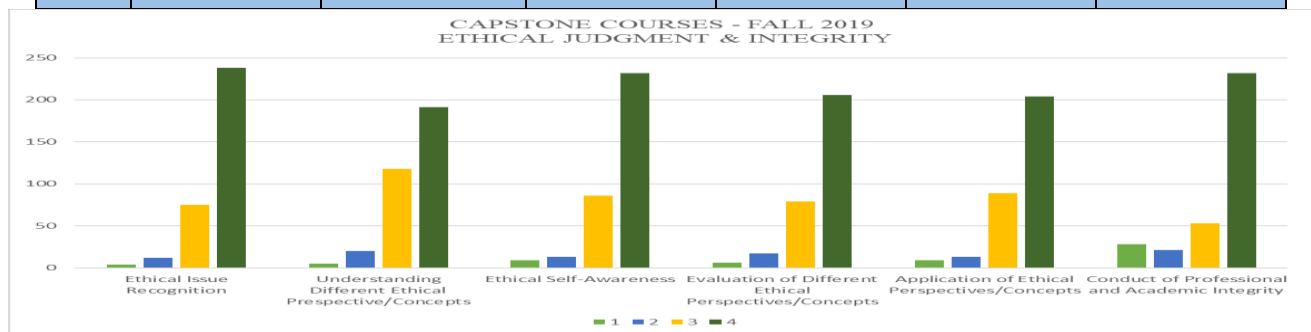
GE 202X RESEARCH & TECHNOLOGY - SPRING 2020

	Ethical Issue Recognition	Understanding Different Ethical Perspectives - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1.00	6%	6%	6%	6%	6%	7%
2.00	25%	25%	25%	27%	24%	23%
3.00	57%	55%	55%	54%	59%	56%
4.00	13%	15%	14%	13%	10%	14%
Total	100%	100%	100%	100%	100%	100%

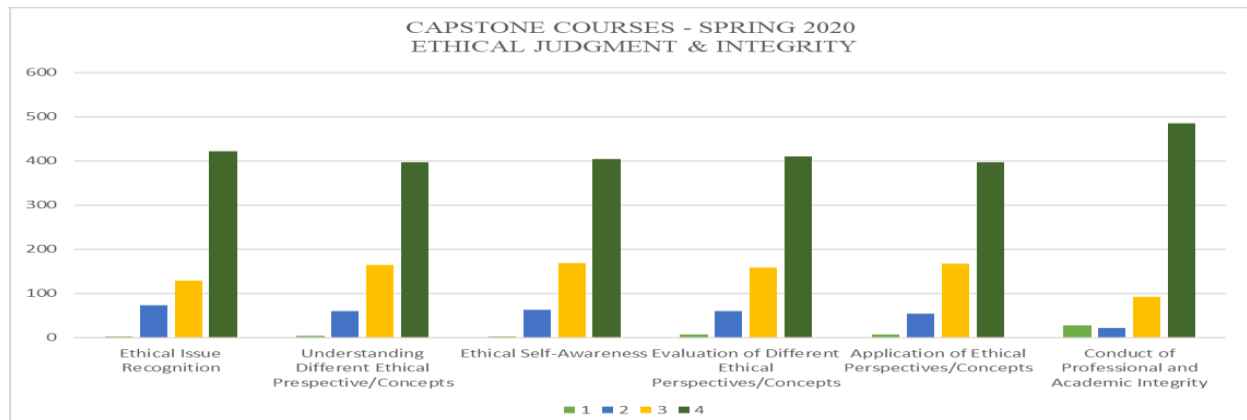
GE 202X RESEARCH & TECHNOLOGY - SPRING 2020
ETHICAL JUDGEMENT & INTEGRITY



CAPSTONE COURSES - FALL 2019						
	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1	1%	1%	3%	2%	3%	8%
2	4%	6%	4%	6%	4%	6%
3	23%	35%	25%	26%	28%	16%
4	72%	57%	68%	67%	65%	69%
Total	100%	100%	100%	100%	100%	100%



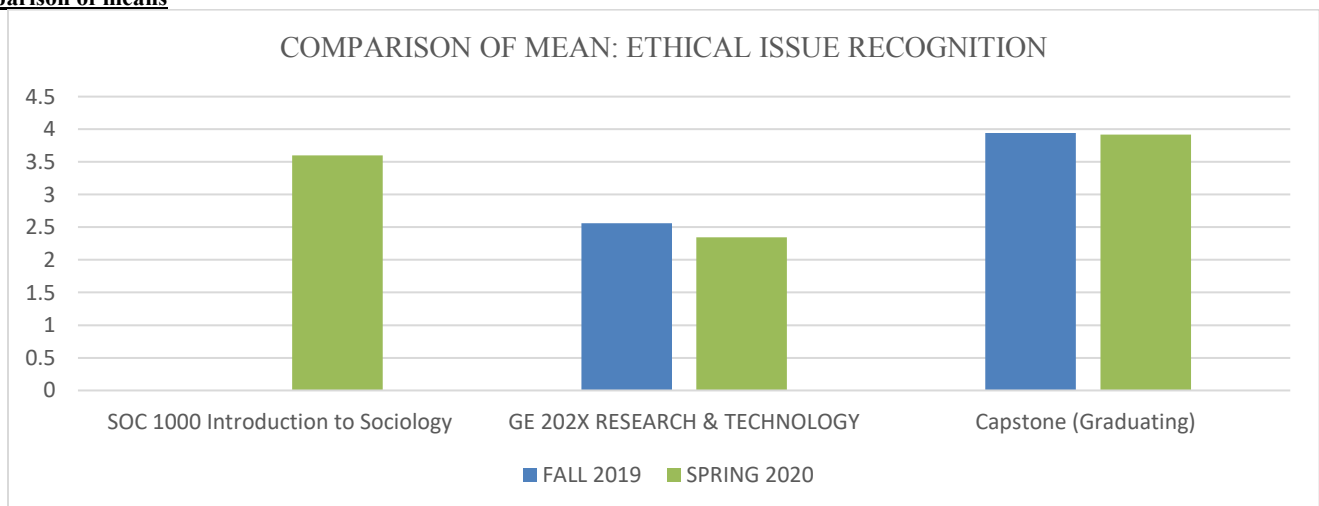
CAPSTONE COURSES SPRING 2020						
	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1	0%	1%	0%	1%	1%	4%
2	12%	9%	10%	9%	9%	4%
3	21%	26%	27%	25%	27%	15%
4	67%	64%	63%	65%	64%	77%
Total	100%	100%	100%	100%	100%	100%



Dimension: ETHICAL ISSUE RECOGNITION

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.60
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.56	222 students 12 sections	2.34
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.94	704 students 42 sections	3.92

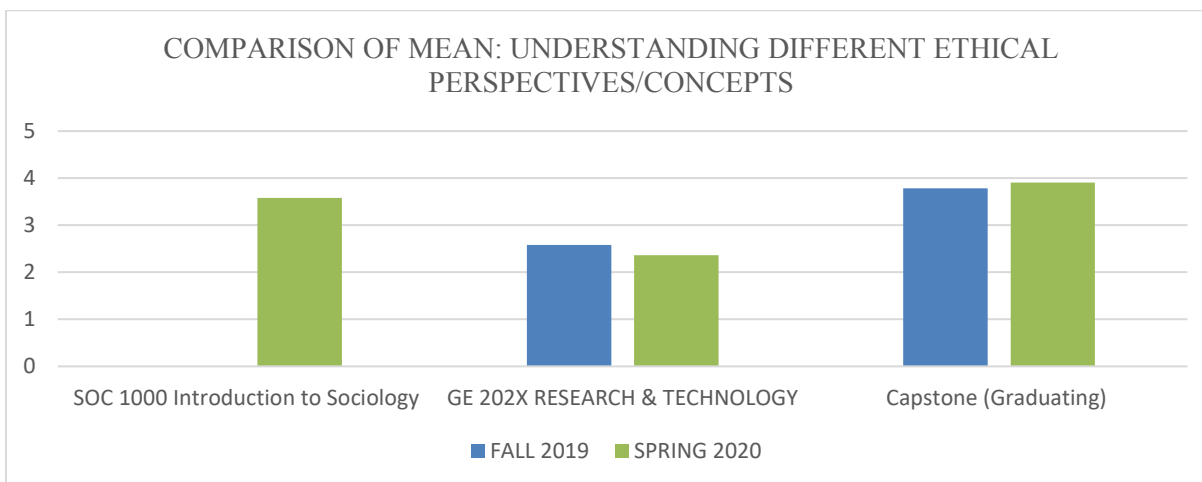
Comparison of means



Dimension: UNDERSTANDING DIFFERENT ETHICAL PERSPECTIVES/CONCEPTS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.58
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.58	222 students 12 sections	2.36
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.78	704 students 42 sections	3.90

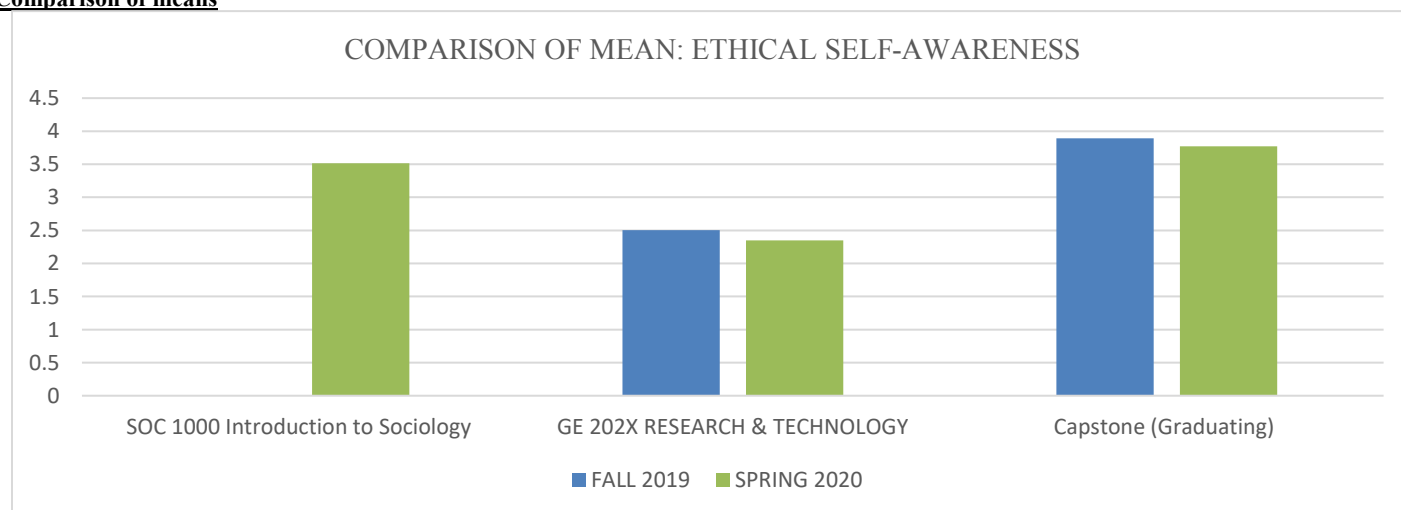
Comparison of means



Dimension: ETHICAL SELF-AWARENESS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.51
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.51	222 students 12 sections	2.35
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.89	704 students 42 sections	3.77

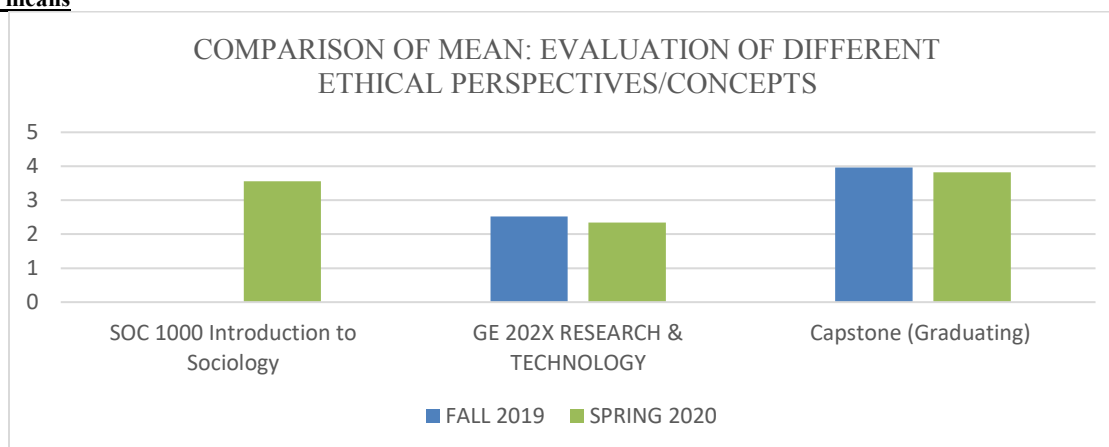
Comparison of means



Dimension: EVALUATION OF DIFFERENT ETHICAL PERSPECTIVES/CONCEPTS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.56
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.53	222 students 12 sections	2.34
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.97	704 students 42 sections	3.82

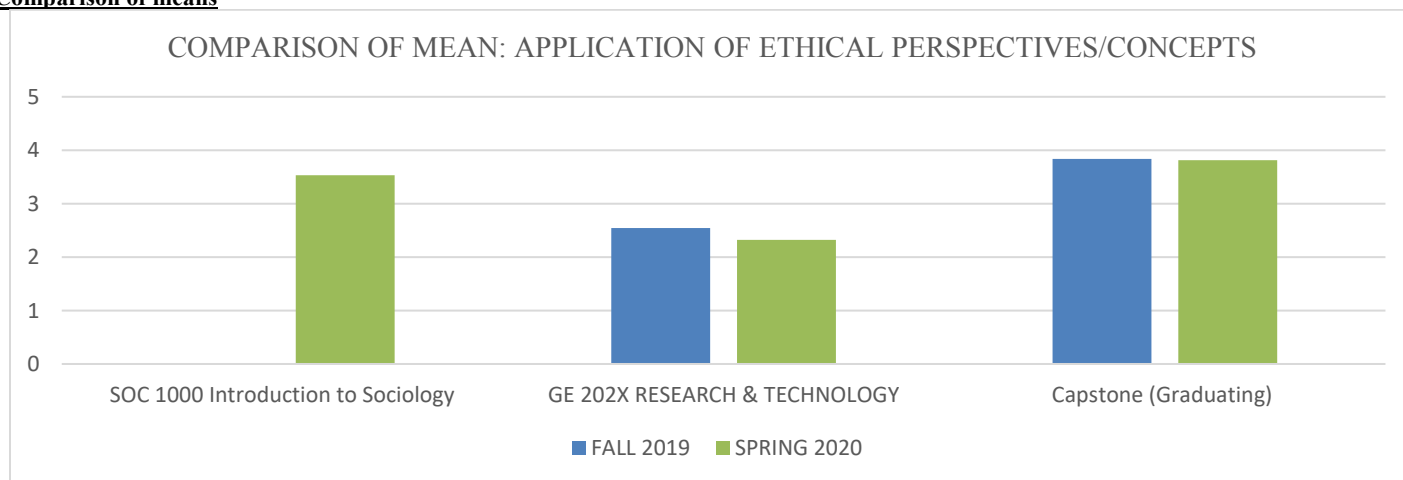
Comparison of means



Dimension: APPLICATION OF ETHICAL PERSPECTIVES/CONCEPTS

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.53
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.54	222 students 12 sections	2.32
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.84	704 students 42 sections	3.81

Comparison of means



Dimension: CONDUCT OF PROFESSIONAL AND ACADEMIC INTEGRITY

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
SOC 1000 Introduction to Sociology	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.59
GE 202X RESEARCH & TECHNOLOGY	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.57	222 students 12 sections	2.36
Capstone (Graduating)	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.57	704 students 42 sections	3.87

Comparison of means

